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ABSTRACT

In this California state curriculum model for grade 4, "California: A Changing State," students study the history and development of California from earliest times to the present. The curriculum emphasizes the role of immigration, the development of California's economy, agriculture and infrastructure, its geography and the contributions of men and women of diverse backgrounds. Special attention is given to the role of labor in industry and agriculture, including how Cesar E. Chavez, through nonviolent tactics, educated the general public about the working conditions in agriculture and led the movement to improve the lives of farm workers. The curriculum model offers background information; addresses history/social science state standards; sets a context; poses a focus question; cites expected learning outcomes; discusses assessment; lists key concepts; suggests essential vocabulary, primary sources, and visuals; and provides a detailed step-by-step procedure for implementing each of the six lessons. Lessons are: (1) "How the Great Depression Affected California and Cesar E. Chavez"; (2) "Immigration: When Did Your Family Arrive?"; (3) "Cesar E. Chavez Used Nonviolence to Educate the Public"; (4) "The Value of Education for California and Cesar E. Chavez"; (5) "Cesar Chavez, Dr. Martin Luther King, Jr., and Civil Rights"; and (6) "Cesar E. Chavez Celebrated Cultural Diversity." Informative materials about farm worker protests, a biography of Cesar Chavez, and many photographs are included. (BT)

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California Department of Education

César Chavéz

Grade Four Model Curriculum and Resources

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http://chavez.scientech.com/Teachers/Lessons_4-6.htm#Grade4

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César Chávez

Grade Four: California: A Changing State

Students, in this grade, study the history and development of California from earliest times to the present. The curriculum emphasizes the role of immigration, the development of California's economy, agriculture and infrastructure, its geography and the contributions of men and women of diverse backgrounds. Students will study, in an in-depth manner, "Modern California: Immigration, Technology and Cities.' Within this unit of study, special attention will be given to the role of labor in industry and agriculture, including how César E. Chávez, through nonviolent tactics, educated the general public about the working conditions in agriculture and led the movement to improve the lives of farm workers. Students will also analyze how agricultural research, economic development, business, and industry depend on strong public education for all.

Grade Four History-Social Science Standards
The following academic content standards for California will be addressed in the development of the curriculum.

Standard 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California
4.1.3 Identify the State Capital and describe the various regions of California, including how their characteristics and physical environments affect human activity.
4.1.4 Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes, and explain their effects on the growth towns.

Standard 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from pre-Columbian societies to the Spanish mission and Mexican rancho periods.
4.2.4 Describe the geographic basis of, and economic factors in, the placement and function of the Spanish missions. Understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
4.2.6 Describe the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
4.2.7 Describe the effects of the Mexican War for Independence on Alta, California, including its effects on the territorial boundaries of

North America.
4.2.8 Discuss the period of Mexican rule in California and its attributes including land grants, secularization of the missions, and the rise of the rancho economy.

Standard 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican American War, the Gold Rush, and the granting of statehood.
4.3.5 Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

Standard 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850's.
4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those that came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups.
4.4.4 Describe the rapid American immigration, internal migration, settlement, and growth of towns and cities.
4.4.5 Discuss the effects of the Great Depression, Dust Bowl, and World War II on California.
4.4.6 Describe the development and locations of new industries since the turn of the Century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and the important trade links with the Pacific Basin.

Standard 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.
4.5.2 Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
4.5.4 Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.

Lesson 1 **How the Great Depression Affected California and César E. Chávez**

The students will be able to identify some possible causes and effects of the Great Depression and the Dust Bowl. The students will learn about the life of a boy (César E. Chávez) who was a

migrant farm worker, during the Depression, and compare his life to theirs. The students will predict how people their age act today when faced with homelessness and poverty.

Lesson 2 **Immigration: When did your family arrive?**

The students will learn about the immigrant history of California and discuss the manner in which immigrants were treated. The students will discuss discrimination and racism, as well as develop an appreciation for what various cultures have contributed to California. The students will identify and assess the immigrant heritage of relatives or other adults that work at the school. The students will determine that many immigrants contributed to California's success.

Lesson 3 **César E. Chávez Used Nonviolence to Educate the Public**

The student will explain that agricultural production in California has always depended on the farm workers that cared for and harvested the crops. The student will identify and evaluate how César E. Chávez used nonviolence, marches, and boycotts to educated the public on the hardships suffered by California farm workers.

Lesson 4 **The Value of Education For California and César E. Chávez**

The students will identify how a strong public education has contributed to the development of California. The students will conclude they can acquire an education and they are important to the advancement of California. The students will select one or two possible areas that they may pursue in higher education. The students will evaluate the life of César E. Chávez and analyze his comments and philosophy on education.

Lesson 5 **César Chávez, Dr. Martin Luther King Jr., and Civil Rights**

The students will be able to define civil rights and compare César E. Chávez and Dr. Martin Luther King, Jr. in their beliefs, efforts, and accomplishments.

Lesson 6 **César E. Chávez Celebrated Cultural Diversity**

This lesson builds on the research done by the students in the Immigration lesson (Lesson 2). The student will define culture, National culture, and cultural diversity. The student will identify the influx of different cultures that have contributed to California's cultural diversity. The student will relate the current acceptance of cultural diversity to César E. Chávez's philosophy

of acceptance, tolerance, appreciation, and justice for all. The student will attempt to identify elements in his own life that could be a reflection of ethnic culture.

Lesson Title:
How the Great Depression Affected California and César E. Chávez

Grade Level:
Grade Four Lesson 1

History-Social Science Standard:
4.4.5 Discuss the effects of the Great Depression, Dust Bowl, and World War II on California.

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *California*. Unit 4: A Changing State. Chapter 8, Lesson 3.

McGraw-Hill: *California*. Unit 4: California, the U.S. and the World. Chapter 10.

Setting the context:
The students will review a synopsis about the Great Depression and the Dust Bowl, and learn how these two events contributed to vast numbers of migrant farm workers that flooded into California in the 1930s. The Chávez Family was one of the thousands of migrant farm workers that came to California and lived and worked in poverty. The students will learn how the Great Depression and the Dust Bowl affected César E. Chávez, when he was a boy about their age.

The Great Depression
In 1929, the United States faced the Great Depression. It was a time when many people in the U.S. lost their jobs and work was very scarce. Many people lost their homes because they couldn't afford to pay for them. About 9,000 banks had to close because they had lent too much money and people could not afford to pay the money back. Thousands of people went hungry and had no place to live; at least 25,000 families were homeless.

The Dust Bowl
In the 1930s, a drought hit the Midwest and Southwest in the states of Kansas, Oklahoma, Texas, and New Mexico. A drought is a long period of time when rain does not fall. These areas became known as the Dust Bowl. The soil in these areas dried up and turned to dust. Great windstorms carried the dust and the dust storms destroyed many farms and killed cattle. Many people who lived in the Dust Bowl areas lost their farms and homes.

People Come to California
Thousands of people made homeless by the Great Depression and the Dust Bowl came to California hoping to find jobs and a better life. Many of these people had watched movies that were made in Hollywood, California. The movies showed that Californians were happy and had a wonderful life, which gave many hope. Most of the people that came to California during this time became migrant farm workers in the Central Valley. They knew that there were many farms in the Central Valley that hired migrant farm

workers to take care of crops and that they could make a living doing that work. In order to work, the migrant farm workers moved from one farm to another harvesting the crops. The wages were less than one dollar a day for this work. Because of the low wages, migrant farm workers could not afford to rent homes. They lived instead in the labor camps provided by the farmers or they camped outside. The labor camps were just shacks with no running water or bathrooms.

César E. Chávez

César E. Chávez' family was one of these migrant families. They lost their home in Arizona in 1938. César's father, Librado, owned small businesses and had given out too much credit. During the Great Depression, people could not pay their debts to Librado and he could not pay the taxes on his land. Librado could not get a loan from the local bank to pay for the taxes on the land and so the Chávez family lost their businesses and home. They became one of the thousands of migrant farm workers that moved to California in order to find work as migrant farm workers.

César E. Chávez's Personal Account

For ten years, from 1937 to 1947, the Chávez family traveled throughout California from one farm to another in order to harvest the fruits and vegetables that were grown on the farms. Although the entire family worked from before sunrise until sunset, they still lived in poverty and often didn't have enough money for food. The farmers who owned the land paid the migrant farm workers very little money for their hard work. César and his family no longer had a home. As they moved from town to town, they lived in labor camps until they had finished harvesting the crop. César was ten years old and he remembers their first labor camp:

> *"We arrived in San Jose on June 24, my mother's birthday, and again we had no place to stay. The barrio wasn't large just two unpaved dead-end streets. It was no different than the poor barrios are today, shabby shacks and old houses. Children were only allowed to play in the back of the shacks. Of course there were no sewers. We were able to rent a room. There were eleven of us counting my uncle, my aunt, and some cousins. The girls slept on one side of the room and the boys slept on the other side. At most we had five dollars.*
>
> *Behind the house there was an old broken down garage. We used it as a kitchen. It had an earthen floor, and in the middle was an old tub we used for a stove, burning wood in it and putting a makeshift grill on top. The smoke could get out through the cracks in the walls and the open doorway.*
>
> *Early the next morning we went out to the cherry orchards looking for work, but always it was the same story. Either they (*the farmers*) didn't have enough buckets or they didn't have enough ladders, and always there were too many people (*looking for work*). Of course, the more workers there were the less the farmers paid. At first they offered two*

cents a pound and then they cut it to one and a half cents a pound. They could do anything they wanted to, because people just had to work.

For nearly two weeks we went out to the orchards, using the little money we made for beans, for gasoline and for the six dollars a month rent. We didn't get too much to eat."

César remembers the winter in Oxnard, California

César's family spent a terrible winter in Oxnard, California where they had picked walnuts. When the work was done, they had no place to live because they could not afford to rent a house. A woman gave the family permission to put up their tent in back of her house. The winters in Oxnard are cold and wet, and when it isn't raining, the fog comes in from the Ocean and wets everything. It was a long cold winter, but the Chávez family had nowhere else to go. César remembered,

"The tent was too small for all of us. There was room for Vicky, Rita, and my parents on foldaway cots, but Richard and Lenny and I slept outside. We rigged up a bed with tall sticks at each corner, and a canvas slung over the top. There in the middle of nothing, we slept in a field, just between the dirt and the sky."

César would attend school in Oxnard, where his shoes fell apart because they were always wet. The kids at school teased him because of his shoes and because he had only one sweatshirt to wear. His older sister did not attend school because she didn't have any shoes or school clothes to wear. His suffering in Oxnard made him understand that poverty robs humans of their dignity.

Focus Question:

What were the Great Depression and the Dust Bowl and what effect did they have on California and César Chávez?

How did César E. Chávez and his family live as they migrated through California looking for work and how was his life similar or different from mine?

Expected Learning Outcomes:

The students will be able to identify some possible causes and effects of the Great Depression and the Dust Bowl.

The students will learn about the life of a boy (César E. Chávez) who was a migrant farm worker, during the Depression, and compare his life to theirs.

The students will predict how people their age act today when faced with homelessness and poverty.

Assessment:
The students will make a cause and effect graphic organizer for the Great Depression and another for the Dust Bowl.

The students will compare César E. Chávez's life as a child migrant farm worker with their own by creating a Venn diagram.

The students will write a paragraph or two predicting what may happen to a family if it was suddenly homeless and had no income.

Key Concepts:
Human Environmental Interaction
Migration/Movement of People
Scarcity
Values
Conflict

Essential Vocabulary:
Depression: A time when there are few jobs and people have little money
migrant farm workers: Someone who moves from one area to another in order to harvest crops
Dust Bowl: An area where the land dried up and dust storms covered farms
debt: Owing something to another person
loan: Banks give money to people and then the people pay it back slowly
Central Valley: A large valley in Central California
Imperial Valley: An irrigated agricultural valley in the desert region of Southern California near the Mexican Border
harvest: A gathering of grain or other food
Midwest: An area in the center part of the United States
Southwest: An area in the southwestern part of the United States
The South: An area in the southern part of the United States
crop: Plants grown or gathered by people and used as food

Primary Sources:

Photos included or can be found at:

- Depression Era photographs at http://memory.loc.gov/ammem/fsowhome.html,
- photo of César Chávez as an adult is attached
- photo of Cesar Chavez as a child.is attached

Visuals:
Map of the U.S. indicating the Dust Bowl and other regions
Map of California and the migration pattern of farm worker

Time line of events

1910 1920 1930 1940

^ ^ ^

WWI Great Depression Dust Bowl

Procedure

Motivation:

Display the primary source photos of people in the depression era, farm workers, César as a child, and migrant farm worker housing. Ask students to describe what they see, and ask:

What is going on in the photo?
How do the people seem to feel? Why?
What are the homes like?
Why do you think these people are camping outside?
Tell the students that these are photos of what life was like during the Great Depression in California for many people.

Making Connections:

Divide the board in half; one side will be used to identify some of their basic life needs and the other side will be used to create a cause and effect summary of the Great depression and the Dust Bowl.

Divide one-half of the board in half again and write "Some Basic Needs" on one side. Solicit answers from the group as to what some of their basic needs are, and list (food, shelter, water, love, clothes, shoes, rest, school, study time, warmth, money, parents that provide for them, a bed).

Next, write, "How are these needs met?" on the other side and list a description of the way each need is met in the student's personal existence.

Explain that they will learn about the Great Depression and the Dust Bowl and how they caused massive migration of people into California.

They will look at the childhood experiences of César E. Chávez, who was a migrant farm worker during this time in California, and compare the way in which some of his basic needs were met in their own lives.

Vocabulary Activities:

List the vocabulary words on the board and solicit possible definitions for each term, then guide the students to the correct definition.

Give the map illustrating the Central Valley, Southwest, Midwest, and the South, and the location of the Dust Bowl or find these areas on the classroom map.

Guided Instruction:
Review the synopsis on the Great Depression and the Dust Bowl that is part of this lesson. Give students time to read the information quietly and then go over it as a teacher-led whole-group reading.

Divide the remaining chalkboard into two sections and label one side "cause" and the other "effect" or make a chart.

Have the students fold a piece of paper in half and label one side "cause" and the other "effect".

Elicit cause/effect response from the students or give the cause and elicit the effect from the students.

Suggested cause/effect responses:

Great Depression:
There were very few jobs – People could not work and lost their homes
Banks lent out too much money – People could not repay the banks and banks closed
Many people were homeless - People moved to California to find work

Dust Bowl:
A drought hit the Midwest - The lands dried up and turned to dust
There were giant dusts storms – Dust covered farms and killed cattle
Dust storms and drought ruined farms – People lost their farms
Movies showed that life was good in CA – Many people came to CA
Many people were homeless – Many people moved to California

Tell the students that César E. Chávez and his family lost their land in 1938 when César was ten years old. He became part of the thousands of people who came to California to find a better life during the Great Depression and the Dust Bowl. Tell them that they will read about what it was like to be caught in his world of poverty and uncertainty.

Have them make a Venn diagram and compare their basic needs and how they are met to some basic needs of César Chávez, a migrant child during the Depression, and how they were met. Offer these bases of comparison: permanent home, enough food, clean water, bathrooms, school clothes, free time, loving parents, and family.

Share the Venn diagrams in small groups then illicit students to share their Venn diagrams with the class.

The students will write a three or four paragraph paper predicting what might happen to a family if it suddenly found itself homeless, with parents who had lost jobs, and with no jobs to be found in their area.

Their first paragraph should describe the family and how they react when faced with homelessness and no income.

The next paragraph or two should deal with what the family does in order to survive.

The last paragraph should tell how the children in the family felt about the situation and their future.

Students may illustrate the story by folding a piece of paper in fourths and drawing the sequence of events that take place in the story with a sentence under each picture.

Have students read their papers to a partner, then solicit volunteers to read their papers to the class.

Integrated Language:
The students will actively listen to the teacher or each other when information concerning the Great Depression, Dust Bowl, and César Chávez is presented.

The students will verbally contribute to the creation of a cause/effect chart, create Venn diagrams, and later read their Venn diagrams and paragraphs to other students or the class.

The students will utilize reading skills while reading the information pages on the Great Depression, Dust Bowl, and César Chávez.

Enrichment:
Students may research the Great Depression or the Dust Bowl on the Internet or in their local library or textbook.

They may also choose to research César E. Chávez and how his life as a migrant farm worker motivated him to create a nonviolent movement that bettered the lives of people.

Students may read the longer fourth grade level César E. Chávez biography attached or on the CDE Web site at http://chavez.scientech.com/Teachers/Lessons/Resources/Biographies/Biographical_Sketch_4thGrd.htm

Students may interview their parents, grandparents, or school staff and find out if anyone in the family migrated to California during the great depression or the Dust Bowl. The students may then write an account of the history and experiences and chart the route taken by family members to California on a map.

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A young Cesar E. Chavez in his Sunday best with his sister to receive his first communion.

Photo by: Unknown

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Cesar
Photo by: UFW

Lesson Title:
Immigration: When did your family arrive?

Grade Level:
Grade Four Lesson 2

History-Social Science Standard:
4.4 Students explain how California became an agricultural; and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those that came; the countries of origin and their relative locations; and conflicts and accords among the divers groups.

4.4.4 Describe rapid American immigration, internal migration, settlement, and growth of towns and cities.

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *California*. Unit 2: Newcomers to California. Unit 3: California Joins the U.S. Unit 4: A Changing State. Unit 5: Modern California.

McGraw-Hill: *California*. Chapter 8: Bringing the World to California.

Setting the Context:
Many immigrants from all over the world came to California between the 1870s and 1910s. Immigrants often suffered discrimination when they arrived in California, but their rich cultures, hard work, desire to build a good life, and differences added to the fabric and success of the state. Immigrants made many contributions to the growth and development of California. An immigrant from Italy, Domingo Ghirardelli, started a chocolate factory in San Francisco that has become very famous. Levi Strauss, from Germany made and sold Levi denim blue jeans to the gold miners during the Gold Rush.

César E. Chávez descended from an immigrant family that immigrated to Arizona in 1880. In 1938, when César was ten, his family moved to California. He became an important citizen who is honored by the State of California for his role as a labor leader, civil rights leader, and leader of a movement that worked for social justice.

Focus Question:
Where did various immigrants to California come from and how were they treated?

How do immigrants enrich California?

Was César E. Chávez from an immigrant family and what did he contribute to the State of California?

Would other immigrants who arrived to various areas in the U.S. also have made contributions?

What immigration history can be found regarding various people such as family members, neighbors, teachers, cafeteria workers, janitors, or principals?

Expected Learning Outcomes:
The students will learn about the immigrant history of California and discuss the manor in which immigrants were treated.

The students will discuss discrimination and racism, as well as develop an appreciation for what various cultures have contributed to California.

The students will identify and assess the immigrant heritage of relatives or other adults that work at the school.

The students will determine that many immigrants contributed to California's success.

Assessment:
The students will identify whether there is an immigrant connection between all people.

The student will be able to explain what discrimination and racism is and gives examples today.

The students will interview family members or any adult school staff person and collect data that will allow them to trace immigrant history of the person's family.

The students will produce a written critique of the interview that identifies the country of origin, date of arrival, route taken to California, work history, experiences, photos, and any remembered family stories of the original immigrants.

The student will compare the immigrant's life to the life of César E. Chávez.

The information gathered in this lesson will build be used in the next lesson on cultural diversity.

Key Concepts:
Ethnic Diversity, Conflict, Culture, Racism, Discrimination

Essential Vocabulary:
immigrate: moving to a foreign country to live.
culture: A way of life
language: Verbal communication
country: A nation distinguishable by geography and culture
population: All the people in a country or region

contribution: To give to,
celebration: To commemorate an event with ceremonies and festivity
discrimination: The unfair treatment of people because of such things as color of skin, race, religion, or birthplace.
racism: Discrimination based on race
conflict: To clash and be in opposition
Depression: A time when there are few jobs and people have little money
heritage: Something handed down from ones ancestors such as celebrations, food and traditions.
Immigrants: People who move from one country into another with the intent to live in the new country
segregation: Keeping people from one race or culture separate from other people.

Primary Sources:
Photograph 1 – The Chávez Family,
Photographs 2, 3, 4, 5: Farm workers of different races
Pictures in text book that deal with various immigrants

Visuals:
Map of the United States
Map of the world
Map of immigration patterns
Population chart

Procedure

Motivation:
Ask students to define an immigrant, accept answers, and then give them the definition.

Post a large map of the world on a bulletin board. Tell the students that most people who live in California come from families that immigrated to California, and ask "Does anyone know what country their family immigrated and when? When did your family enter the U.S.? When did your family move to California?"

Let the students put colored pins in the country or countries from which their family arrived. List these countries on the board.

Briefly tell them about your heritage and your family's immigration history and show from where your family originated on a map.

Making Connections:
The First Wave of Immigrants to the U.S.
Scientists believe that the first immigrants to California were the Native Americans who crossed into North America from Asia about 10,000 years ago. The U.S. is a nation of immigrants. Between 1820 and 1991, 58 million immigrants entered the U.S.; during

this time there have been major waves of immigration into the United States of America. There have been four major waves of immigrants into the U.S. The first wave was in 1600 when the colonists immigrated from England and other European countries. They immigrated in order to escape economic and political oppression, and to have the opportunity to practice freedom of religion. For example, the Quakers were not allowed to practice their religion in peace in England, so they came to North America in order to be free to practice their religion. England also sent convicts to the North America, and in this same time period many African Americans arrived as slaves.

The Second Wave
The second immigration wave took place from 1820-1870 when 7.5 million immigrants arrived from northern and western Europe. Chinese immigrants also arrived during the Gold Rush.

The Third Wave
The third wave of immigrants arrived during 1881-1920 when 23 million arrived from eastern Europe. However, the 1882 *Chinese Exclusion Act* greatly limited the number of Chinese immigrants.

During this same time period, thousands of immigrants came to the U.S. from Mexico between 1910 and 1915, to escape the revolution in Mexico and to find work.

The Bracero Program
United States started a Bracero Program in 1942 and it lasted until 1965. The United States Government brought in farm workers from Mexico in order to cover the wartime shortages of workers in the agricultural fields. The workers were promised fair pay, a place to live, and good treatment. Often, they received low pay, poor housing, and unfair treatment. Through the Bracero Program, 5 million Mexican workers were brought into the United States to work in the fields, because many of the American workers had left to fight in WWII. Between. 1950 and 1960 thousands of refugees came to the United States from Hungry, Chile, and China.

The Fourth Wave
The fourth wave of immigrants began in 1965; the numbers of immigrants from Asia and the West Indies leaped dramatically because of political unrest in their own country. Today large numbers of immigrants arrive from Mexico, Philippines, Vietnam, Dominican Republic, China, Cuba, Ukraine, Jamaica, and South Korea.

Vocabulary Activities:
Put the vocabulary words on the board.

Have one blank card available for each vocabulary word and break the students into four or five groups.

Divide up the cards between the groups and assign certain vocabulary words to each group.

Have the students write the words on one side and look up the definition in their social studies text or dictionary.

Have the students discuss the meanings and write the meanings on the back of the cards.

Call the groups together and have them share their definitions.

Give a stand up quiz on the vocabulary words.

Guided Instruction:
Share the following information with the students, and list the countries from which the immigrants arrived on the board along with the dates mentioned:

Immigrants Arrive in California
Many immigrants from all over the world came to California between the 1870s and 1910s. Most of them came to escape the bad situations that existed in their own countries and saw the U.S. and California as a hope for a new beginning. Many came because of California's mild climate and rich farming soil. European immigrants, from Ireland, Germany, Portugal, France, Sweden, Denmark, Italy, and Finland originally settled on the east coast of the United States. Many took the transcontinental railroad that was completed in 1869 to California. Other immigrants arrived by boat from China, Japan, and later from the Philippines. The Chinese came during the Gold Rush, and later built the Transcontinental Railroad. After that, the Chinese worked in the wheat fields of the Central Valley. In 1865, following the Civil War, many African Americans who had been slaves in the South, came to California. Here they would find that they still suffered discrimination, segregation, and poverty. Mexicans had migrated to California for hundreds of years; from 1822 until 1848 California had belonged to Mexico.

Conflict
In the 1870s, there was a depression in California and there were not many jobs. Californians didn't want competition from immigrants for the few jobs that existed and fought them over the jobs. The jobs that immigrants could find paid very little, and most became farmers or farm workers. There were many Chinese in California during this time, and there was so much conflict between the Chinese and the other Californians that, in 1882, *The Chinese Exclusion Act* was passed to keep Asians out of America. African Americans, who had come to California to find a better life found discrimination and racism.

Mexicans had been immigrating to California since for hundreds of years. >From 1821 until 1848 California was actually part of Mexico. Between 1942 and 1965, millions of Mexicans were invited to work in California in the Bracero Program. Although they came over to work in the fields because there was a shortage of local workers because of WWII, they were often not treated fairly.

Immigrants Built Communities

Immigrants from the same countries tended to settle in the same area, where they felt comfortable and often helped each other, and also because they were often not allowed to live in the same areas as other Americans. Immigrants from Switzerland and Italy settled in Asti and grew grapes, while immigrants from Armenia and Russia settled in Fresno to farm. Immigrants from Germany settled in Anaheim and grew oranges. Immigrants from Denmark settled in the Danish town of Solvang. Immigrants from Portugal came to Monterey and became fishermen. Many Japanese immigrants settled in Los Angeles and became successful farmers of strawberries, rice, and potatoes. The Chinese settled in San Francisco in what is still today known as Chinatown. Mexicans settled in many communities throughout California and became a major labor force in agriculture.

Despite many difficulties, including prejudice, immigrants made great contributions to California and it is richer because of its immigrants. They brought with them their culture, which was their way of life, and includes their own music, language, food, and religion. Often immigrants built towns and homes in the architecture of their culture. Their cultures became part of the diverse culture of California making it a rich place to live. All Californians today enjoy holidays such as Octoberfest, Obon festivals, Chinese New Years Parades in San Francisco, Old Spanish Days in Santa Barbara, Mexican Independence Day celebrations, Greek Festivals, and Rodeos. Immigrants have contributed to the flavor of California and today we appreciate the cultural diversity and ethnic communities such as China Town, Solvang, and Olivera Street.

César E. Chávez Came From a Family of Immigrants

Many immigrants and descendents of immigrants have contributed to the advancement of California. César E. Chávez is an example of someone who descended from an immigrant family and worked to better the State of California. His grandfather, Césario Chávez's, family immigrated to the United States from Mexico in 1880 in order to escape the cruel and unjust hacienda system that existed in Mexico. Césario immigrated to Arizona when César's father, Librado, was two years old. Césario started a small freight business and homesteaded land in the North Gila Valley. César E. Chávez was born near Yuma, Arizona in 1927, and during the depression César's father lost their small business and the Chávez family came to California to work as migrant farm workers.

César worked as a migrant farm worker for many years and suffered low pay, poor working conditions, and unjust treatment. As a young man he worked for the Community Service Organization (CSO), who registered people to vote and organized citizenship classes to help immigrants become U.S. citizens. As a leader for over 30 years, César dedicated his life to help people who were victims of discrimination and poverty. He started a nonviolent movement that believed in social change and justice. Today the State of California recognizes César E. Chávez as an outstanding citizen, and has established March 31 as an official State holiday to honor his life and his work.

Find the countries discussed above on a map.

Use this example to list the immigrants and the treatment that they suffered on the board and discuss.

Immigrant	Treatment	
Chinese	Mistreated by Californians	Forced to live in their own areas *Chinese Exclusion Act of 1882*
African Americans	Discriminated against	Segregated Could only find low paying jobs

Immigrants suffered because of lack of jobs and different cultures
Created their own communities out of necessity
Became farmers and farm workers because it was the only work available

Discuss the ways in which immigrants helped California with their hard work and cultural diversity.

Focus on César E. Chávez, a descendant of an immigrant family and an outstanding citizen of Californian who made contributions to the State. Write the main points from the writing on his life on the board and discuss his contributions. Show pictures of César Chávez and his family and use him as an example of someone who came from an immigrant family and bettered the State of California. Share the Delaine Easton letter with the students, available on the CDE Web site.

Explain to the students that they will conduct an interview in order to find evidence of any immigrant history in family members, teachers, janitors, cafeteria staff, or office staff. The students will tie their research to the immigrant history of California. In their writing, they should compare what they have found to the life of César E. Chávez.

Questions for the interview:

Name and relationship of interviewee

Which country or countries did your family immigrate from?

What were the names of the people?

How did they get to the U.S.?

What year did they arrive, and what was the trip like?

Who were they traveling with?

What language did they speak?

Where did they settle?

What kind of work did they do?

Did they have any children? How many?

Do you have any photos of these family members that you can Xerox or copy for me?

Are there any interesting family stories of hardship or successes?

What kind of foods do your family eat that were handed down to you from your immigrant ancestors?

Are there any celebrations or traditions that you still practice in your family that were handed down from your immigrant ancestors?

Do you know any words from the original language of your immigrant ancestors? What are they and what do they mean.

Thank you.

Give the students one week to interview.

Use the information gathered to identify the countries from which any immigrant ancestors came. Give them a large piece of construction paper and have them put their names on it in large letters and underneath write the country or countries that are part of their history. Trace the routes their immigration ancestors took from the original countries to the U.S. and write names, dates, and family names on the routes.

Have each student give an oral account of where their immigrant ancestors came from and then post their work in the room

Have the students use the writing process to write an account of how the original family members came to the U.S. or California, and identify what routes were taken and what kind of work the family members did and what life was like for these family members. Have them include interesting family stories of the journey or lives of their ancestors.

Integrating Language:
The student will utilize active listening skills as the teacher starts the lesson and discusses the meaning of the word immigrants.

The student will utilize speaking skills as they interview relatives.

The student will utilize writing skill as they synthesize the information they gather into a final written product.

Enrichment:
The students may investigate the countries that are part of their heritage, on line, in encyclopedias, or in the library, and write a report on the country.

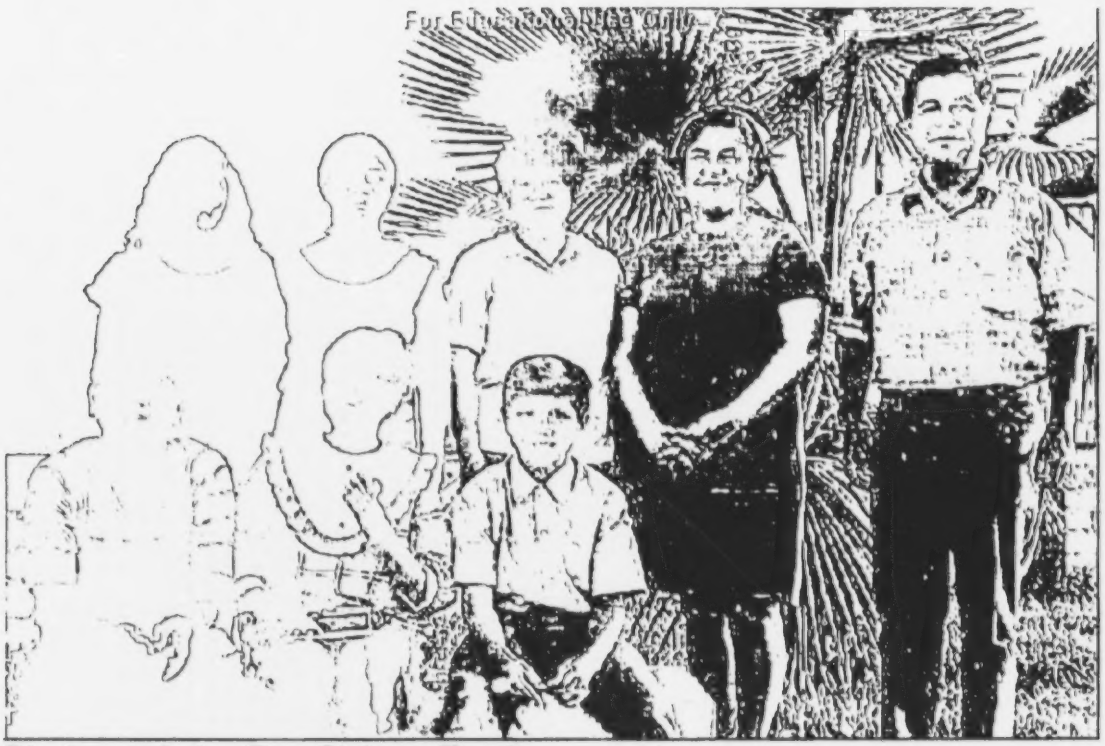
The students may visit a travel agency and get information about the country.

The students may attempt to contact any relatives that continue to live in the original country and correspond with them.

The students could research contributions made by immigrants who came to California or the United States of America.

The students could research the life of César E. Chávez, since he is from an immigrant family, and report to the class about his life and accomplishments.

The students could research an on-line genealogy library to investigate their history.



Photograph 1 – The Chávez Family

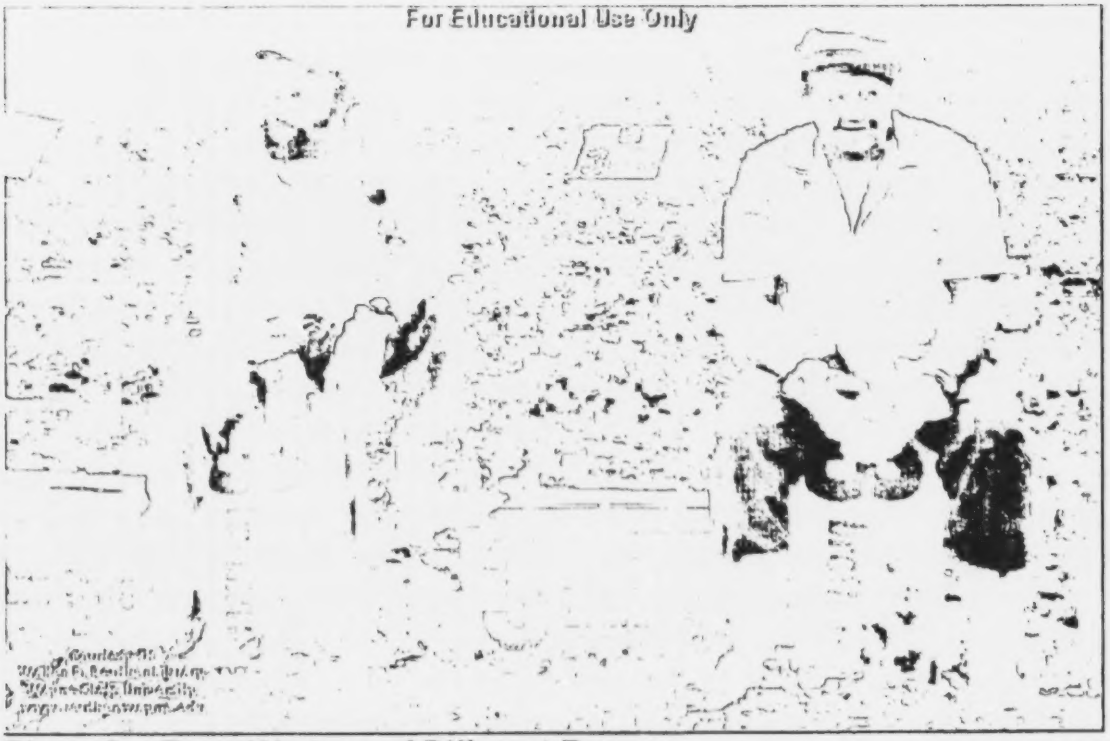


Photo 2 – Farm Workers of Different Races

Photo 3 – Farm Workers of Different Races

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Photo 4 – Farm Workers of Different Races

Photo 5 – Farm Workers of Different Races

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Lesson Title:
César E. Chávez Used Nonviolence to Educate the Public

Grade Level:
Grade Four Lesson 3

History –Social Science Standard:
4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

4.2.6 Students describe the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy

4.4.6 Students describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries and the important trade links with the Pacific Basin

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *California*. Unit 5: Modern California. Chapter 9. Challenges for California. Lesson 2.

McGraw-Hill: *California*. Unit 4: California, the U.S. and the World. Chapter 10: Building California.

Setting the Context:
The student will need the background information in the following synopsis on the history of agriculture and labor in California

History of California Agriculture
Since the late 1800s agriculture in California has grown to become a very important part of California's economy. In the 1850s there were enough farms in California to grow food for the people in California. Then as today, large companies and some very rich people owned much of the farmland.

During the 1860s throughout the 1890s the number of farms grew rapidly from 900 to 18,700. At this time, farmers grew mainly wheat in the Central Valley of California, and they grew enough wheat to feed California, the United States of America, and other countries in Europe. Wheat production was very large and profitable, but in the 1890s farmers stopped producing wheat, because the planting of only wheat was depleting the soil. Nuts, fruits, and vegetables replaced wheat production.

Southern California became an important producer of navel oranges. The Franciscan Fathers, who founded the missions of California, had grown oranges, but these oranges were sour, dry, and full of seeds. In 1873, Mr. and Mrs. Tibbet, who lived in Riverside, California, received two navel orange trees from Brazil. The Tibbets cared for the orange trees and cultivated them, and the trees produced navel oranges that were large, sweet, juicy and seedless. In 1888 the railroads invented the refrigerated boxcar, to transport California navel oranges across the country, and by 1900 agriculture in southern California was flourishing. There were over 5,000,000 navel orange trees growing in southern California, and many people came to southern California at this time to grow oranges and find a better life.

Agriculture has continued to grow in California and today it is the largest producer of agricultural products in the United States. California produces broccoli, apricots, pears, peaches, celery, tomatoes, lettuce, dates, grapes, plums, and figs. All of the avocados and almonds sold in the United States of America are produced in California. Agribusiness is very important to California's economy and it grosses over 15 billion dollars per year.

The History of Agricultural Labor in California

Since agriculture began in California farmers needed a large flow of labor (farm workers) to care for and harvest crops. In the 1860s to the 1890s farmers hired Chinese farm workers to work in the wheat fields. In the 1870s canneries had become very profitable to farmers, and they hired Mexicans, Irish, and Italian immigrants to work in the fields and in the canneries. Some times entire families would work at the canneries, the men would work in the fields, and the women and children would work preparing the food and canning it. The farmers provided poor housing for the farm workers and their families.

Over the years, there have been farm workers from the Philippines and Japan, but Mexican migrant farm workers have done most of the work in the fields of California. A migrant farm worker is someone who travels from farm to farm looking for work. A migrant farm worker works very long hours, bent over in the sun doing very strenuous work for very little pay. Farmers have always paid farm workers low wages because there were always many migrant farm workers, and if a worker complained about the payment the farmer just hired someone else. Since the 1800s a farm worker's life has changed very little. Migrant farm workers work very hard, are paid very little and live in poor housing provided by the farmer.

Focus Question:

What nonviolet tactics did César Chávez use to educate the public about the hardships suffered by California farm workers?

Expected Learning Outcomes:

The student will explain that agricultural production in California has always depended on the farm workers that cared for and harvested the crops.

The student will identify and evaluate how César E. Chávez used nonviolence, marches, and boycotts to educate the public on the hardships suffered by California farm workers.

Assessment:
The students will create posters that will identify and evaluate the nonviolent tactics used by César E. Chávez to educate the public on the working conditions of farm workers.

Break the students up into groups of four and have them create posters that will identify, illustrate, summarize and evaluate the effectiveness of the nonviolent tactics such as boycotts, marches, pickets and fasts used by César E. Chávez. One group may work on one tactic or each person in the group could be assigned a different nonviolent tactic.

The groups should discuss the nonviolent tactics, summarize and evaluate why they thought it was effective in educating the public.

The group will present their posters to the entire class or to another group. The posters too can be evaluated and later displayed. The teacher can measure success by evaluating the cooperation of the groups and quality of individual presentations.

The student will write a paper that evaluates how California's agricultural production and success has always depended on farm workers.

Key Concepts:
Agriculture
Economic Systems
Migration of Labor Forces
Justice
Nonviolence

Essential Vocabulary:
economy:
agriculture: The business of cultivating soil and producing crops and raising live stalk
labor: workers
union: A group of working people that join together to protect their rights
nonviolence: The practice of using peaceful tactics to gain political objectives
migrant farm worker: A worker that travels from farm to farm caring for and harvesting crops.
boycott: In a boycott people join together and stop buying certain products in order to force farmers to recognize a union.
strike: When many people stop working for an employer and demand higher wages and better working conditions.
fast: To stop eating for many days as part of ones religious beliefs

march: Many people walking together carrying flags, banners in order to gain support for a certain cause
La Virgen de Guadalupe: In the Catholic Religion she is known as the Virgin Mary of Guadalupe
huelga: Spanish for the word strike
contract: A legal and binding agreement reached by employers and workers regarding wages and working conditions
media: Agencies that report news are part of the media (television, newspaper, radio, magazines)
support: to help
picket: A group of people who carry signs outside of a place of employment in order to protest the treatment of the employer and to gain support from other Union members.

Primary Sources:
The fourth grade (6-page) biography of César E. Chávez is attached and also available on the CDE Web site at http://chavez.scientech.com/Teachers/Lessons_4-6.htm

See attached photos or print from the CDE site:

crop duster and workers
http://chavez.scientech.com/teachers/lessons/resources/pictures/cropduster_workers,72,greaves,ufw.jpg
Child harvesting potatoes http://chavez.scientech.com/teachers/lessons/resources/pictures/childharvestingpotatoes,unk,ufw.jpg
Darrigo boycott in Feb. 1973 http://chavez.scientech.com/teachers/lessons/resources/pictures/darrigoboycotfeb73em,jpg
Breaking fast with Helen Chavez, Robert Kennedy Cesar E. Chavez, his mother
http://chavez.scientech.com/teachers/lessons/resources/pictures/breakingfast,helen,rkennedy,cec,mother,unk,cpyrgtufw.jpg
César with huelga flag http://chavez.scientech.com/teachers/lessons/resources/pictures/cec,goodbackground,70s,cs.jpg
March picture http://chavez.scientech.com/teachers/lessons/resources/pictures/1000milemarch,santamaria_salinas,summer75,cm.jpg
farm worker working bent over http://chavez.scientech.com/teachers/lessons/resources/pictures/MEV2_9
living conditions of farm workers in labor camps http://chavez.scientech.com/teachers/lessons/resources/pictures/farmworkerhousing2.unk,cs.jpg
picketers http://chavez.scientech.com/teachers/lessons/resources/pictures/strikersem.jpg
Farm workers promoting the boycott in the East http://chavez.scientech.com/teachers/lessons/resources/pictures/selmaal,boycott,jan73,gp.jpg

Visuals:
Map - California's agricultural production

Motivation:
Start the lesson by posting the pictures of migrant farm workers and ask the students the following questions:

Who are these people?
What are they doing?
What are they picking?
Do you eat _____?
Do you or anyone you know work in the fields?
Have you seen people working in the fields?

Next, post the picture of a farm worker's home in the labor camps and ask the following questions:

Describe their home…
How is it like yours?
How is it different form yours? (Venn Diagram their answers about the home on the board)
Do you think they get paid well?
Why/Why not?

Next, post the picture of César E. Chávez and say:
This is César E. Chávez, a civil rights leader. Today we will learn about how he taught the public about the lives and problems of the farm workers and how he worked to better their lives.

Pass out vocabulary list or write the words on the board and discuss the meanings.

Making Connections:
Ask the students:
How many of you eat food?
What is your favorite fruit?
What is your favorite vegetable?
What is your favorite dairy product?

List the answers on the board.
Point out that many of these products are grown and produced in California.

Share the synopsis on the history of California agriculture and agricultural labor with the students. .
Discuss the synopsis by asking the following questions:

What is agriculture?
What was the first main crop grown in California in 1860?
Where was the crop grown and why did farmers stop growing it?

Who were the first people to grow oranges in California?
How did oranges become an important crop in California?
How did the railroads help California agricultural growth?
What does California grow today?
How much money does California agriculture make each year?
Who were the first people to work in the fields harvesting crops?
Who were the other groups of people who have worked in the fields harvesting crops?
Why were people needed to harvest the crops?
Which group of people has done most of the work over the years harvesting the crops?
What would happen the rich agricultural industry in California if there were no one willing to harvest the crops?

Help students understand that agricultural production has always depended on the farm workers that cared for and harvested the crops.

Vocabulary Activities:
Review the meaning of the important vocabulary together and solicit examples for the vocabulary from the students. The vocabulary will be reinforced in the guided instruction and in the assessment presentations of the students.

Have the students produced a vocabulary wall: each student will choose a vocabulary word, write it in large letters, define it and post it on a wall.

Guided Instruction:
Read the six-page fourth grade biography to the students or provide a copy for each one of them and have them read it first quietly and then with you.

As you read it with the students, stop where appropriate to reinforce vocabulary words on the board and review their meaning in context with the biography of César E. Chávez.

Discuss the prejudice suffered by César E. Chávez.

Discuss why César E. Chávez wanted to gain dignity and respect for workers.

Look at the map and point out that Delano, California was a small town and that César taught the entire people from all over the country about the problems that the farm worker faced.

Write the nonviolent tactics on the board in this order as you read the biography:
*César instructed union members to nonviolently picket in the fields even though the farmers reacted with violence against the picketing farm workers, and the national media reported on the injustice occurring on the picket lines in Delano, California.

Make sure that students understand:

César instructed union members to use nonviolence while striking and picketing in the fields in order to pressure farmers to recognize the union and sign a contract which promised better wages and working conditions. The farmers at times would react with violence, and the media would report on the injustice of the struggle between the peaceful strikers who wanted fair wages, better working conditions, and better living conditions and the violent farmers. Because of media coverage, the U.S.A. saw what was going on and many people became interested in the struggles of the UFW.

NBC filmed a documentary entitled 'Harvest of Shame.' Many Americans saw this documentary that showed the terrible conditions in which farm workers where forced to live.

*César called for a nonviolent boycott of grapes and asked the public to support the UFW by not buying grapes in order to pressure the farmers into recognizing the union. César sent farm workers to many big cities on the east coast, and had the farm workers organize boycotts and picket lines at the supermarkets that sold grapes. The public supported the farm workers by refusing to buy grapes, and seventeen million Americans stopped buying grapes. The boycott provided an opportunity for any American to support the farm workers struggle for justice and a better life.

*César organized nonviolent marches in which people would walk along the fields and through cities to unify the supporters of he UFW. Many different types of people marched with César. The media covered the marches and at times there were 5,000 people marching while carrying Huelga (strike) flags and religious banners of La Virgen De Guadalupe.

*César also went on many fasts and would stop eating for many days as a personal protest of injustice. The media would cover César's fasts and his suffering became important to many people. When César would break his fast at times there were up to 8,000 people with him including politicians, celebrities, farm workers and other supporters. The fast became a spiritual nonviolent means of communication between César and the public.

Review how nonviolent strikes, picketing, boycott, marches, and fasts improved the lives of farm workers:

By 1970 most of the grape growers in CA recognized the UFW as a union and signed contracts that would provide higher wages and better working conditions. It was the first time in U.S. history that the farmers had recognized a farm workers union and agreed to treat them fairly. César had given hope to an entire group of people across the nation. The hope was that anything was possible and justice could be gained when people joined together.

Lead students to summarize that nonviolence in itself was a very important aspect of César Chávez's success.

The students will break into groups to discuss nonviolent boycott, picketing, marching, and fasting. The groups will create posters that are explained in the assessment portion of the lesson.

The students will write an evaluation on how California's agricultural success has always depended on farm workers.

Integrated Language:
Students will utilize their reading skills as they read the biography, synopsis, and the teacher's notes on the board. They will utilize active listening skills as they listen to the teacher discuss the biography and they attempt to define and clarify vocabulary words that are presented in context. Speaking skills will be utilized when the students work in small groups and present their posters to the class or to another group.

Enrichment:
Students may watch the NBC documentary 'Harvest of Shame'.
Students may study Mahatma Gandhi and his use of nonviolence to better the lives of people in India.
Students may research the life, philosophy and accomplishments of César E. Chávez in the library or on line.
Students may read César E. Chávez' own words on unions and the strike at the San Jose State University Web site (search on Cesar Chavez and access from home page).
Students may read a more detailed biography on-line at:
http://chavez.scientech.com/teachers/lessons/resources/Biographies/Middle_Level_Biography.htm
Students may view the film "Fight in the Fields."

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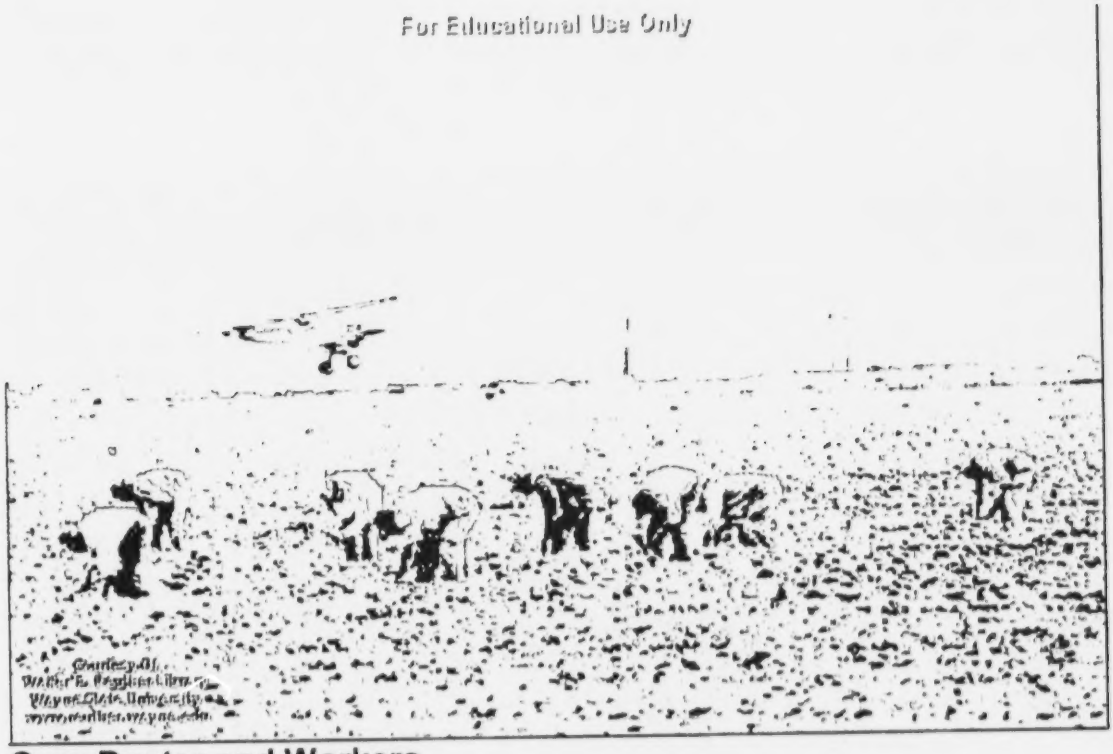

Crop Duster and Workers

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Child Harvesting Potatoes

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Darrigo Boycott in February 1973

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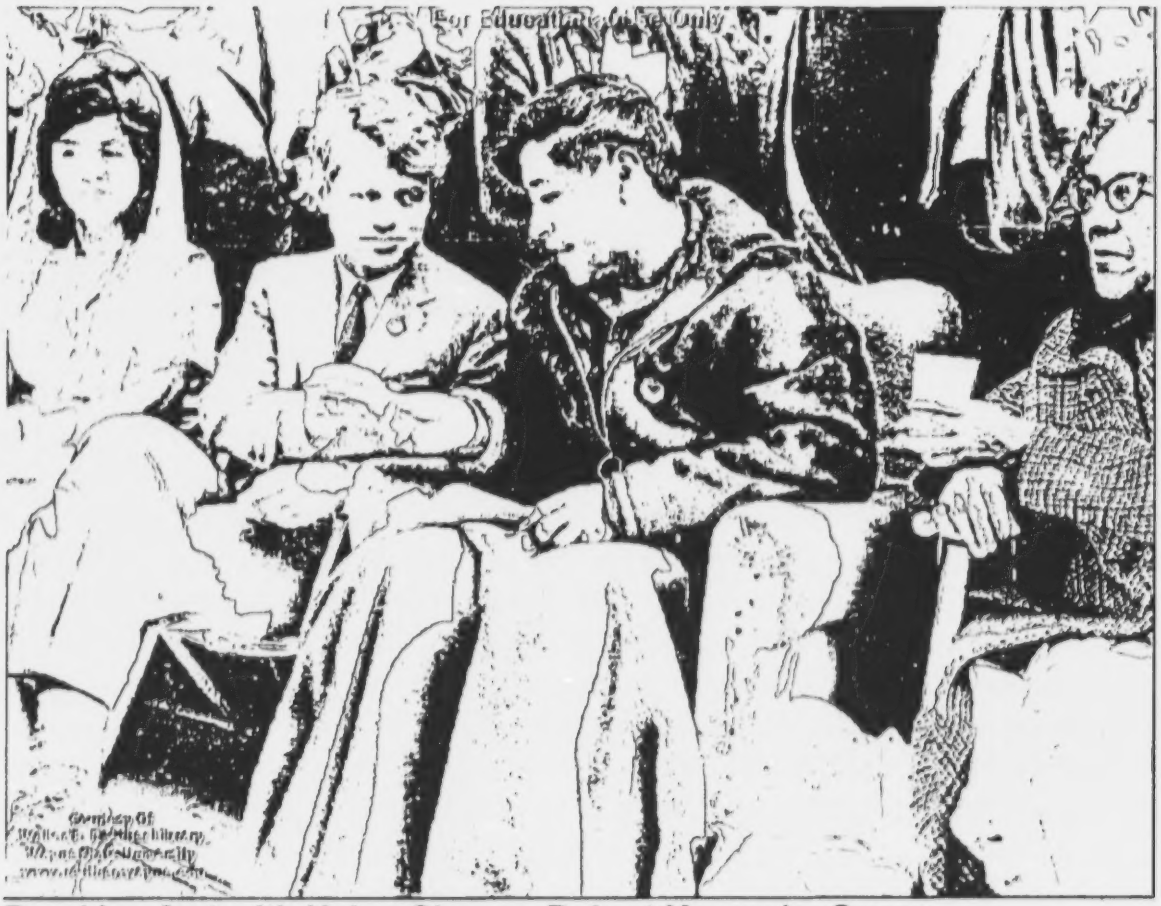

Breaking fast with Helen Chavez, Robert Kennedy, Cezar Chavez, and his mother

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Cezar with huelga flag

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March Photograph

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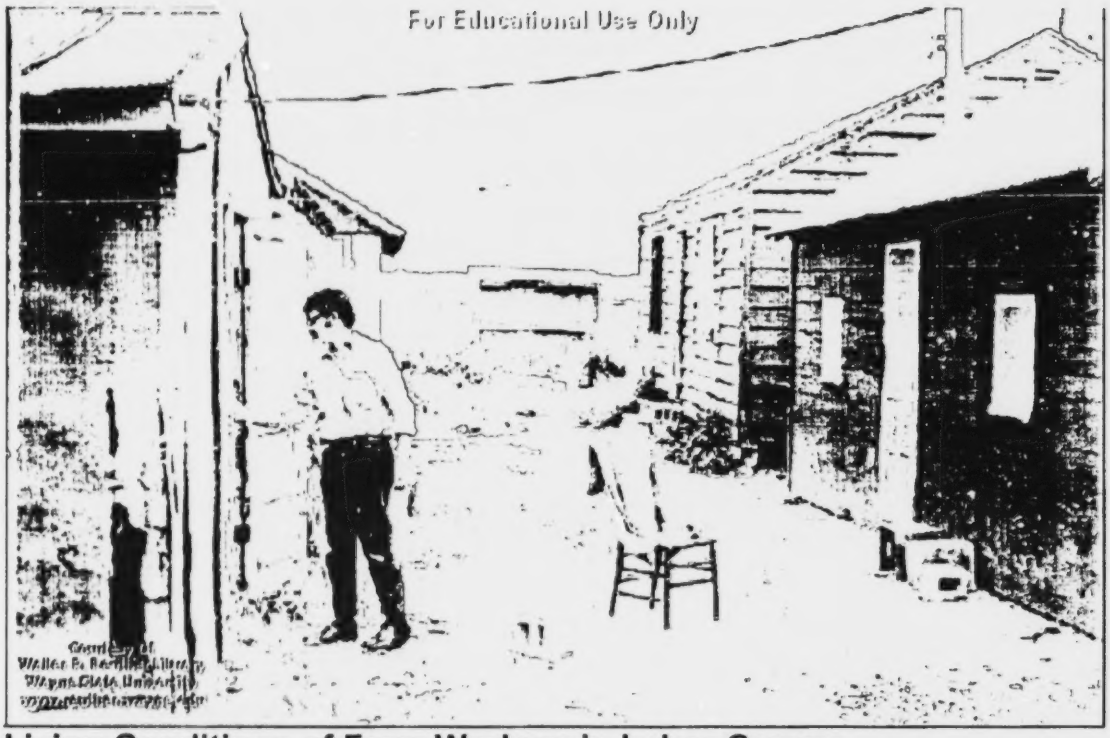
Farm worker working bent over



Living Conditions of Farm Workers in Labor Camps

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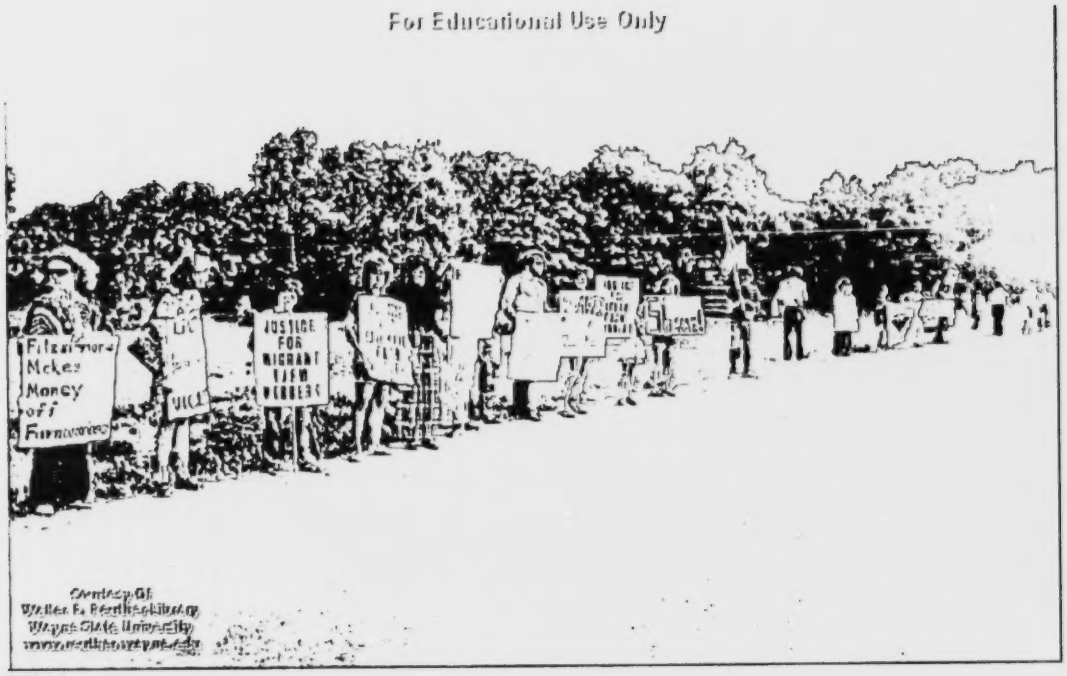

Picketers

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Farm Workers Promoting the Boycott in the East

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Lesson Title:
The Value of Education For California and César E. Chávez

Grade Level:
Grade Four Lesson 4

History-Social Science Standard:
4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of California economy and its political and cultural development since the 1850s.

4.4.6 Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries and the important trade links with the Pacific Basin.

Correlation to the K-8 California Adopted Textbooks:
Harcourt Brace: *California.* Unit 4: A Changing State. Chapters 7 and 8. Unit 5: Modern California. Chapter 9.

McGraw-Hill: *California.* Unit 4: California, The U.S. and the World. Chapters 9 and 10

Setting the Context:

Education and the Growth and Development of California
Since WWII, California has become the leading economic producer in the U.S., and has grown and prospered because it has a strong public education system. Educated citizens have contributed to advancements in agricultural research, economic development, industry, and business.

César E. Chávez valued education and encouraged all children to acquire an education. César led a movement and a labor union that worked to better the lives of farm workers, so their children would have the opportunity to become educated citizens of California.

The California Education System
Today, California is an economic giant because it has many schools that have educated the citizens of California. Educated citizens are responsible for inventions and advancements. In 1852, California passed a tax law that would pay for the building of schools. Today there are over 8,000 public schools that provide a free education for all children. California has more universities than any other state; it has over thirty universities and many private learning institutes. There are also many community colleges in California. Educated children are the future of California. The State will provide help for students that do well in school, and who cannot afford to attend a university. California values education because education is important to the growth and development of California.

Advancements in Agricultural Research

The California agricultural industry is the largest and richest in the U.S., and scientists have found ways to improve agriculture through research. Scientists have used computers to develop new kinds of plants and new ways of farming. They have used computers to help find cures for plant diseases and developed better farm machines. Now farmers use modern machines to harvest larger crops on less land with fewer workers. California produces more farm products than any other state and exports the most food. Agriculture creates jobs for many people who process food. In processing factories the food is cooked, canned, frozen or dried, then other business take the food to market and sell it. Because of advancements in agriculture, California now has over 80,000 farms and grows 200 different types of crops. The most valuable crops are grapes, almonds, strawberries, oranges, and walnuts.

Water for California

Most of the people in California live near San Francisco, in the Central Valley, along the coast or in southern California. Water is very scarce in these areas, although there is plenty of water in northern California, the Colorado River, and in the mountains. Engineers and scientist have built dams, reservoirs, water pipes and aqueducts that bring water to people and farms. In 1913, an aqueduct about 215 miles long was built to bring water to Los Angeles from the Owens River across the Mojave Desert and San Gabriel Mountains. In 1931, San Francisco completed an aqueduct that brought in water from the Hetchy Valley. In 1936, the Hoover Dam was built and it brought power and water to southern California. In the 1940s, aqueducts and dams were built to bring Colorado River water to Los Angeles, the Imperial Valley and the Coachella Valley. The Central Valley Project (also known as he Feather River project) began in 1930 and brought water to the San Joaquin Valley, Bakersfield and the Central Valley. Water from the Central Valley Project is used for irrigation in the Central Valley. In 1960, the voters of California authorized the California Water Project that brought water from northern California to cities as far south as San Diego. Engineers have made it possible to bring water to people and farms, and California has prospered because it has water for cities, industry and agriculture.

Economic Development

An economy is the way in which the people of a state use the available resources to meet their needs. Natural resources are the things found in nature that people can use. Early economic growth in California was because of agriculture, oil, natural gas and new industries. After WWI, in 1917, shipyards, rubber plants and other factories were established. During WWII, California produced airplanes, ships, and weapons and became the nation's aircraft center. In the 1980s, California became a world leader in high-tech equipment and the aerospace industry. California's economy is one of the most diverse in the world; and it has more that 120 different industries and leads the U.S. in food products, aerospace production, machinery, electronic equipment, and computer production. Economic development has depended on California's citizens and the advancements made by scientists in industry and technology.

Aviation Industry

In the early 1900s, California became an important center for making and flying airplanes. Between 1909 and 1920, Glen Martin, Donald Douglas, the Lockheed Brothers, and Northrop all started airplane factories in California. During WWII, scientists came to California to help build better airplanes for the war. After the war, in 1947, theses scientists built airplanes that could fly at supersonic speed. In the 1950s, factories began to build jets. Many students in California's universities became scientists and invented better airplanes with more powerful engines. Today the aircraft factories in Long Beach and San Diego, California are the largest in the U.S., because of the advancements made by scientists in the aviation industry.

The High-Tech Industry Depends on Education

In 1959, scientist in California invented the silicon chip. It was a small chip that could store millions of bits of computer information. One computer used to be the size of a large building, but the silicon chip helped make computers smaller. Between 1970 and 1976, many computer companies were established in the San Jose and Palo Alto area. Scientists found ways to make the silicon chip even smaller. In 1976, a computer company in Los Angeles built the first small personal computer (PC). Now California's computer industry is one of the biggest in the world.

Most of the goods made in California are products of modern science and engineering that include airplanes, computers, electronic components, missiles, and scientific instruments. Many companies have research laboratories located near universities in order to get new ideas from biologists, chemists, engineers, and physicists.

The Aerospace Industry

In the 1960s, scientists helped create the aerospace industry that builds and tests equipment for space travel. Computers are very important to the Aerospace industry and have helped it grow. Factories in California built the rockets that sent astronauts into space, and many Californians have become astronauts.

Business

Many universities train students to succeed in business. Business is the buying or selling of goods. Wholesale buyers buy goods from producers and sell the goods to retail businesses. Retail businesses sell goods to consumers. A state cannot make everything that it needs so it trades with other countries or states. California has the biggest international trade in the U.S. Most of the trade is done with countries that are on the Pacific Rim. California also leads the country in exports. It exports computers, machinery, scientific tools, and food products. California imports goods from other countries. California has the seventh largest economy in the world.

César E. Chávez Valued Education

César E. Chávez and his family were migrant farm workers and as a child he attended over 36 schools. He had to quit school after eighth grade in order to help support his family by working in the fields. He once said that many children are denied an education because they are farm workers and much human potential was wasted.

Although César never had the opportunity to complete his education, he was a life-long learner. He read books on many subjects and he loved to learn.

César E. Chávez was the leader of a labor movement that fought with nonviolence to better the lives and working conditions of farm workers. The farm worker movement worked to better lives of workers and improve the poverty that they were forced to live in. Many migrant farm workers and their children had a difficult time succeeding in school, because they traveled so much in search of work, and many were forced to quit school in order to help their parents work in the fields. César knew that education was a pathway out of poverty and despair. He wanted all children to have the opportunity to become educated and share in the wealth of California. César encouraged children to get an education. He also thought it was very important that once a person was educated, that their goal in life should be to help others in some way. He said,

> *"It is not enough to teach our young people to be successful...so they can realize their ambitions, so they can earn good livings, so they can accumulate the material things that this society bestows. Those are worthwhile goals. But it is not enough to progress as individuals while our friends and neighbors are left behind. The end of all education should surly be service to others. The end of all knowledge should surly be service to others. The end of all knowledge must be the building up of character."*

The university of Arizona gave him an honorary doctorate degree because of his life long commitment to helping farm workers and his accomplishments as a leader. He was invited to teach a class at the University of California, Santa Barbara. Today many schools, institutes, and centers all over the United States are named after César E. Chávez in honor of his leadership and his life-long commitment to nonviolence, service to others, justice and education.

Statement by César E. Chávez about education. See attached or download at http://chavez.scientech.com:8080/chdocuments/getfile/6bec47%3Aea792358ca%3A-7a97/Stmt_Chavez,UFW_4-3-91.pdf

Focus Questions:
What are the components of the California's educational system?

What advancements were made in agricultural research, irrigation, economic development, industry, and business because of the contributions of educated people?

Why does California value education?

Why do future advancements in California depend on a strong education for all citizens?

Why was the education of children very important to César E. Chávez?

Expected Learning Outcomes:
The students will identify how a strong public education has contributed to the development of California.

The students will conclude they can acquire an education and they are important to the advancement of California.

The students will select one or two possible areas that they may pursue in higher education.

The students will evaluate the life of César E. Chávez and analyze his comments and philosophy on education.

Assessment:
The students will create a group poster or mural that determines and illustrates the advancements made in the various industries by educated individuals.

The students will conclude that César E. Chávez advocated education by critiquing the information provided about him and his letter.

The students will choose an area of study they may be interested in pursuing in higher education, and determine why as individuals they are important to the future of California, and how they could help others once they have attained an education. The students will create a web and write a paragraph with the following topic sentences:

I think it would be great to become a _____.

I am important to the future of California because _____.

Once I am a _____ I can help others.

Key Concepts:
Industry
Agriculture
Change
Values
Human Environmental Interactions

Vocabulary:
industry: All the business that makes one kind of product or provides one kind of service
Economics: The study of how people use resources to meet their needs
high-tech: (High Technology) having to do with computers and other electronic equipment
aqueduct: A large pipe or canal that carries water from one place to another
canal: An artificial waterway

dam: A barrier constructed across a waterway or river to control the flow or raise the level of the water.
business: The buying or selling of goods
aerospace: Having to do with building and testing equipment for air and space travel
research: Scientific investigation
export: To send or transport abroad for trade or sale
economy: The way in which people use their resources to meet their needs
manufacture: To make or process a product
product: Something that people make or grow
Pacific Rim: A world region that includes the states and countries that border the Pacific Ocean
trade: The business of buying or selling products
International Trade: Buying or selling of products with other countries
university: An institution of higher learning with teaching and research facilities

Primary Sources:
Letters written by children to César E. Chávez – 27 letters are attached or can be found at: http://chavez.scientech.com/teachers/lessons/resources/documents/ltr+cl_c.pdf
http://chavez.scientech.com/teachers/lessons/resources/documents/ltr+cl_d.pdf
Quotes from César E. Chávez

Visuals:
Time line of Advancements in California

Procedure

Motivation:
Ask the students to imagine what would happen to them if they were not allowed to attend school.

Lead them to conclude that we would eventually have a society in which no one could read.

Have them predict how their city, homes and businesses would be after a time.

Ask the students to imagine the possible future without an educated public.

Have them predict what their lives would be like without an education.

Get them to understand that without an educated public our society may be very different.

Making Connections:
Have the students select a favorite personal item such a computer, game, home, skates, car, television, book, or bike. Have students put the name of the item on a small piece of paper.

Put the pieces of papers in a pile, and choose one, and write the name of the item on the board. Draw lines that radiate from the item.

Ask the students to predict what was needed in the production of the item and write their conclusions on the lines, for example: factories, designers, engineers, programmers, inventors, shipping, and raw materials.

Ask them if education played a part in any of the facets needed in the production of the item and guide them to realize that at some point education was important to the production of this item.

Vocabulary Activities:
Review the vocabulary words and their meanings with the students.

Have the students break into teams and write a given vocabulary word on one card and the definition on another card.

Have the students stand with their partners and read the word and its meaning.

Collect and shuffle the cards.

Next redistribute the cards and have the students walk around and match the words and definitions.

Once the students have united the words and the definitions have them read the word and the definition.

Play this vocabulary game, as many times as you feel is necessary.

Guided Instruction:
Present the motivation activity.

Present the making connections activity.

Review vocabulary words and involve the students in the vocabulary activity.

Read the information provided in setting the context with the students and write on the board these possible important points regarding advancements made because of educated people.

Education and the Development of California
Education has been important to the growth and economic development of California

California's Education System
Educated citizens are responsible for many advancements
8,000 public schools
More than 30 universities
Many community colleges
The state helps students who do well in school with money

Agricultural Research
Agriculture has improved because of research
New plants
New ways to farm
New Machines
Cures for plant disease

Water
Availability of water was a problem
Engineers built aqueducts, dams and canals
Water was available for people and agriculture
California was able to grow and prosper

Economic Development
Agriculture
Airplanes, ships
High-tech Industry
Aerospace Industry
Over 120 different industries today

Aviation
1900s many airplane factories
1945 many airplanes for war
1947 supersonic speed
1950 jet factories
Today California is a leader in aircraft building

High-tech Industry
1959 Silicon chip invented
1970s silicon chips became smaller
1970-1976 Computer companies grew
1976 the first PC was made in Los Angeles
Today California is one of the largest producers of computers

Aerospace Industry
1960 the Aerospace industry began

Computers were very important to the industry
Factories built rockets

Business
Students who study business help California
Pacific Rim trade

César E. Chávez Valued Education.
César was a migrant farm worker and lived in poverty.
César did not have the opportunity to finish school.
César became a union leader and helped others.
César wanted all children to be able to get an education.
César wanted educated people to help others.

Put the students in groups and have each group make a poster illustrating and explaining the advancements made in an area that was presented.

Have the students share their posters with the class and tell about the advancements that were made.

Have the students write a summary that explains the following:
César E. Chávez' educational experience

Why he valued education

What he thought educated people should do

Have the students read their summaries to a partner and then have volunteers read summaries to the class.

The students will use the writing process to complete a written prediction of what would like to peruse in higher education. The students will choose an area of study they may be interested in perusing in, and determine why as individuals they are important to the future of California, and how they may help others once they have attained their education. The students will web and write paragraphs with the following topic sentences:

I think it would be great to become a _____.

I will be important to the future of California because _____.

Once I am a _____, I can help others.

Integrating Language:
The students will utilize listening, reading, summarizing, writing, and speaking skills in this lesson.

Enrichment:
The students may investigate their chosen area of study on the Internet or in the library.

The students may investigate the farm workers movement in César E. Chávez and the farm workers movement.

Students may investigate one of the areas of economic growth in California in more detail and present a report on the subject.

The class can graph the various educational goals of the class.

Service Learning:

Identify the Problem:
Many students do not realize what opportunities may exist in education or careers. They may not realize the importance of learning to read, write, and succeed in school in order to build a strong educational foundation for high school, and college.

Possible Solution:
Students can survey participating classes and ask what educational goals students want to pursue in college. Students may invite guest speakers from local colleges or people from different careers.

Taking Action:
Survey the school and find out which classes want to participate in a career day. Survey the students in these classrooms and ask what educational goals they want to pursue in college, and what career they are interested in. Invite a variety of college professors and a college counselor to speak on the various areas of study offered by community colleges and universities. Also, invite some career people and have them speak on their careers and how they help others in their community.

Evaluation:
Resurvey the students that had the opportunity to listen to the guest speakers. Compare the first survey to the second in order to determine if the speakers influenced any students in their choice of educational goals.

STATEMENT FROM CESAR CHAVEZ PRESIDENT, UNITED FARM WORKERS

Sacramento, April 3, 1991

Some people may ask, "Why should the farm workers be concerned about the condition of public schools in California?"

Let me answer them: Who do you think are in the public schools today in California?

Public schools serve more farm workers than any other publicly-financed social institution in society.

Public schools provide the greatest opportunity for upward mobility to Hispanics and to all ethnic minorities in this state.

Yet today, it is a Republican governor and his allies in the Legislature who are less concerned than we are about preserving public schools. That is ironic because it was not always the case.

In the 1960s and early '70s, another Republican governor--Ronald Reagan--was leading the fight for more support of public education. But there was a big difference. Back then, the majority of public school children were white and they were from middle- or upper middle-income families.

Today, the majority of children in our public schools are minority-African American, Hispanic, Asian--and they are from poor and working-class families.

Back then, under Ronald Reagan, Californians spent $.05 out of every dollar of personal income on public schools. Today, under Pete Wilson, Californians spend a little over $.03 out of every dollar on education. And if he has his way, it will go down

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even more.

There is another institution in society that is funded by the state and that is dominated by minorities: the state prisons--and they have fared very well.

Over the last nine years--under Governor Deukmejian and now Governor Wilson--California has carried out a policy of dramatically expanding state prisons while it starves public schools.

What message do those priorities send? Does this mean that the only way our sons and daughters can get recognition from the state of California is by using drugs and committing crimes?

We have looked into the future and the future is ours! Asians and Hispanics and African Americans are the future in California. That trend cannot be stopped. It is inevitable.

Then why do they want to cut funds for schools and other vital services--now? Why do Governor Wilson and his allies seek to reduce the commitment to public education--now? If the majority of children in school were white and if they lived in affluent suburban communities, we wouldn't even be debating how much money to spend on public education.

But it is *our* children--the children of farm workers and Hispanics and other minorities--who are seeking a better life. It is for them, for their future--and for the future of California--that we must say "no" to suspending Proposition 98.

We must say "no" to cutting essential services for the needy instead of tax loopholes for the wealthy.

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We must say "no" to making *our* children and *their* teachers scapegoats for the budget crisis.

Boycut Grapes

1100 Carrie street
West Sac CA 95605
10/28/92

To whom it may concern:

I am in the sixth grade at Golden state Middle school We are studying the efferts of pesticides I am very worred about whats happend with the grapes in the fair Also wathes happening with the kids that born with infections or with cancer. In my opinion I think that you must think of a different way to solve this problem. Or maybe serch a wright to find the rimedy that are safe. I think that sprinkles in the green grass after cutting it is ok for people on all the plants like I have already giving you a opinion that I already had giving now

So long

Please write back Sincerely,

3195 #20 West Capitol Ave
California 95605

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900 Todhunter #26
West Sac, Cal, 95605
Oct 28 1992

To whom it may concern,

I'am in the sixth grade at Bidden State Middle School. We are studying about the effects of peticides
My opinios are dont spray peticides with a helocopter just dont spray peticids at all. Insted of pesticides just get a hose and spray water to your plants.
I think insted of spraying pesticides you can just spray water. Pesticids are just hurting the people in this world. I think that pesticides are horable My family Thinks the something. Maybe insted of pesticides you can just invent something that will kill the bug's not the people. know I aint going to buy grapes not enles there washed relly good. I think this world can change if we dont use pesticides.

Pleass right back I would like to her from you what you think we should do.

Sincerly,
Your friend,
Claudia Aguirre

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1100 Carrie Street
West Sacramento, CA 95605
October 28, 1992

To who it may concern:,

I am in the sixth grade at Golden State middle school. We are studying the effects of pesticides.

I think pesticides are not good for people. Because pesticides are making people get sick. And they are efecting the whole world and other things like grapes, water and other things.

I think that they should not use pesticides too many times They should use pesticedes only once of month or year. I would like to say that I dont like whats hapening with the people that work in the fields. Well thas all that I wated to tell you.

Smcerely,
Judith Calvillo

P.S. Please write back.

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1100 Carrie Street
West Sacramento, CA. 95605
El 28 octuber, 1992

Para quien Las resiba,

Hola yo mellamo Armida Hernandez y estoy en La colben State MiDDle SCHool y estamos estudiando Sobre Los quimicos que Le estan echando a Las uvas y esas uvas seban a La Tienda y luego que pasa la gente empiesa a comprar uvas pero la gente no esbe que estar comiendo beneno. y para sus Hyos y hijas que sufren sin saber que pasa pero an muerto muchos niños y niñas y Tambien padres que Trabajan en el campo y madres que Tambien Trabajan embarasadas que luego el quimico se extra a su bebe y nase sin manos o pieses Escribir bien Tenemos que luchar para que no esten asiendo eso yo boy a decirle a Dios que bendiga a Toda esa gente Trabajadora y que les vaya bien que los bendiga Dios

Sinceramente,
Armida Hernande

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5084 Glide Ave
West Sacramento, CA
95691
Octubre 28 del 1997

Estimado Sr.

Hola, yo estoy en sexto grado y mi escuela se llama Golden State Middle School. Y nosotros estamos estudiando y discutiendo sobre los filer que ahi a los lados de la ciudad. Yo pienso que no deben usar la medicina para matar a los insectos Porque nosotros hemos visto una pelicula sobre los problemas de la uba. Como ahi un niño que tiene cancer porque su mamá no sabia que estaba embarasada. Y el niño ahora esta sufriendo por la medicina de las ubas. Y los doctores dijeron que no se puede hacer nada para que viva. Yo pienso que si algien de mi familia se enferme por lo que le a pasado a mucha gente e hasta yo. Lo que yo iba hacer es yo iba a escribir en un papel POR FAVOR NO COMEREN MÁS UVAS porque ahi mucha gente que sus hijos ahora tienen cancer por la culpa de la medicina de las ubas. Y a los rancheros no i sembraran mas ubas y no se morian mas niños. A las casas que llegaran a la tienda yo iba a poner una copia de lo que yo escribi. Que bueno que mi familia no trabaja en el fil y a lo mejor yo boi hacer lo que le aguabo de decir. Y asi mucha gente no ba apuzar lo que les a pasado

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813 Bryte Ave #73
West sact, calif 95605
el 28 de octubre de 1992

To Whom it may concer

I am in the sixh grade at Golden State Middle School. We are sturing the effects of pesticide. I feell so bad about what is happe in with the people in your video When I Saw it I just wanh to cry. Because it is no fare for the people who is working on the field I feel so bad because of the 9th years old boy that he has conser I wish it was falls so the little boy count not die. The presiden t has to do something about it I wish I was the presidenh and take all the people that works at the field to a beter plase Cesar Im so glad with you that you try to help people that nice of you thank you Cesar chavez Please write back.

Sincerly
Angie Tellez

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504 Sparkman court
West Sacramento CA 95605
October 28, 1992

To whom it may concern,

I'm in the 6th grade at the Golden State Middle School. We are learning about the effects of pesticides.

I think and many other people think that pesticides is not good. For the plants or for the people that work there. Its not good for them to work there because they get a lot of kinds of pesticide problems in there system. I dont think you people should be using what, you people are using you are effecting a lot of plants specially people dey from working there. They dey from working in theris grapes.

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I think people now in days
chode be traing to work thuneys
out. So you wont use pesticided
eny more. You gays can make or
get a deffent thuney to put in
the plants. So thay would get away
from the insects wont eat the plants.
I think you guys shode do that
because tomuch people are dieyney
of working there. Let us help your
people so your people won't let
the people that were for you will
deef.

Thank you

Ps please
write Back

Sincerely,
Genoveba Morales.

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Write back

827 Pine Street
West Sac. Ca. 95691

1100 Came Street
West Sac. CA, 95602

To whom it May Concern,

I am in the sixth grade at Golden State Middle School. We are studing the effects of pestcides. And my teachers name is Mrs. Deleon. And we found out that ace grapes have chemicals. We also have chemicals in our water and some of that could cause cancer. And we really don't like it for people having cancer. Because when we look at them kids that are born without hands and legs. It makes us feel very sad. And we don't want that to happen to us. And we also don't want to have cancer. Please so that farmers don't put chemicals in our [illegible]

Yours Truly
Daniel Tarango

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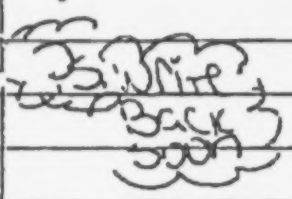

218 Sparkman #4
West Sacramento, Ca 95605
October 29, 1992

To Whom It May Concern,

I am in the sixth grade at Golden State Middle School. We are studying the effect of pesticides. We want to stop all the things that pesticides do. It kills plants, people and animals. There is pesticides in our water. Why do you spray so much pesticides to the plants? I bet to tell you know that I'm boycotting grapes.

My opion is to use less pesticides and more water. The pesticides effect the plants. The pesticides is suppose to kill the bugs but only 1% percent and the rest it kills people. You should use less amounts of the pesticides because it effects our water.

Maybe we can help you guys in something like put less amounts in the plants. We will plant plants in natural soil with no pesticides. Well we will help you guys with putting less amounts in the pesticides and in our water.

Boycott grapes!

Sincerely,
Laura Magallanes

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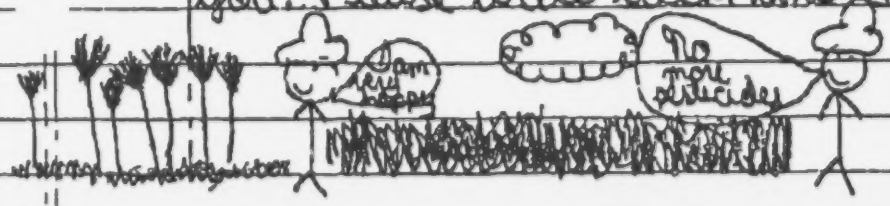
827 Pine St #64
West Sacramento, Ca. 95691
October 29, 1992

To whom it May Concern:

I am in the sixth grade at Golden State Middle School. We are studying the effects of pesticides. I think pesticides are effecting people. I have seen kids with cancer, born missing legs and arms and born with half the spine and can never walk. Some babies die in their mom's stomach. My opinion is for you to invent something else that won't effect us. Or maybe you can use something like heat instead of spraying from an airplane. I am willing to boycott the grapes and see if you change the quemicles. I will keep trying and trying until they change the pesticides. I will not eat grapes until I see that they changed the quemicles. My dad is a farm worker and I am afraid he might get cancer or get sick. I am very afraid. Well I hope you favor my opinion. Well I will leave you. Please write back and tell me what you think.



Sincerely,
Cristina Barajas

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Golden State
Middle School

Catherine Bardo, Principal
Ronald Hashisaka, Vice Principal

1100 Carne Street
West Sacramento, CA 95605
(916) 371-0173

December 1, 1992

United Farm Workers of America AFL-CIO
P O Box 62
La Paz Keene, California 93531

Attention Cesar Chavez

RE SAY NO TO GRAPES

Dear Mr Chavez

Our 6th grade bilingual class is studying the environment and the effects of pesticides Many of our students' parents are farmworkers and after showing your educational film, my students have become very aware of the devastating results after using pesticides in the fields

We support your efforts in improving conditions for farmworkers and we have written letters in support of your grape boycott We would appreciate a reply from you and if we can be any of further help, please let us know

Very truly yours,

Maggie DeLeón

Maggie DeLeón
6th Grade Bilingual Teacher

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928 Simon Terrace #D
West Sacramento, CA 95605
el 28 de otubre, 1992

Para Cesar Chaves

Yo estoy en el seklo grado en la Golden state middle school. Nosotros estamos estudiando del Pestisides.

Yo Pienso que no deberian echar Pesticide Porque gente se esta muriendo de Cancer. Tambien muyeres que esperan niños nacen enfermos. Yo Pienso que no más Uvas si no terminan esto lo que estan haciendo.

Si no Paran de Plantar uvas y que les echen Pesticides la gente Porseguro que ya no comen Uvas de las que Vende en el mercado

Yo Pienso que deberian de echarles alotro mejor

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601 Solano St.
West Sacramento,
October 29, 1992

To whom it May Concer:

Yo estoy en el segundo grado en la escuela Golden State middle School. Nosotros estamos estudiando de los effectos de pesticides.

Hemos ter to muchos effectos en Sacramento los effectos son que muchos niños sean mordidos también a muchas personas.

Lo que queremos es que de Gen. de echar el polvo delas abioretas. Sino de Gua de echar eso ya no Vamos a Comprar Uvas. escribenmen para más.

Sinceramente,
Josue ortega

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1100 Carrie Street
West Sacramento, CA 95605
28 de octubre de 1999

Estimado Cesar Chavez,

Yo estoy en el sexto grado de la Escuela Golden State middle School. Nosotros estamos estudiando el problema que está pasando allá. Yo pienso que envez de ponerle mucho ensectisida a la fruta, deberían de ponerle agua para que crescan y den más fruto. Y asi se podria evitar el contagio de enfermedades ya que debido a este problema. Muchos trabajadores estan padesiendo Cancer y las Señoras que tienen su bebé también nacer con cancer. Escribame para atrás.

Sinceramente
Gil Magaña

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949 Anna St.
West Sacramento C.A 95605
el 28 de Octubre, 1992

Querido señor Chavez,

señor Chavez porque dejas que tiren ese alimento cuando esta la gente afuera. Tu si lo puedes tirar cuando la gente este adentro. Pero cuando eten afuera no tirre ese alimento porque les dán cancer a los ninos.

Que no sabe que casi todos del mundo tienen cancer por la misma cosa. Porque no hace lo que le digo estuvo buena idea. Porque si gentes embarasadas trabajan ayi su bebe puede tener cancer. Yo ya me tengo que ir. Yo estoy en el 6th grado y voy a Bulder Oak Middle School.

Sinceramente,
Horacio Huiza

BEST COPY AVAILABLE

Boycut Grapes

1100 Canne street
West Sac CA 95605
10/28/92

To whom it may concern:

I am in the sixth grade at Golden state Middle school We are studying the effects of pesticides I am very worried about whats happend with the crisis in the bay Also whats happening with the kids that born with injections or with cancer. In my opinion I think that you must think of a different way to say this problem. Or maybe see a doctor to find out the rumors that are going around. I think that using sprinklers in the afternoon after during the day is not fair for wild life in all the plants life. I have already given you my opinion that I already have given you

So long

Please write back Sincerely,

[illegible]
California 95605

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900 Todhunter #26
West Sac, Cal, 95605
Oct 28 1992

To whom it may concern,

I'am in the sixth grade at Bidden State Middle School. We are studying about the effects of peticides
My opinios are dont spray peticides with a helocopter just dont spray peticids at all. Insted of pesticides just get a hose and spray water to your plants.
I think insted of spraying pesticides you can just spray water. Pesticids are just hurting the people in this world. I think that pesticides are horable My family Thinks the something. Maybe insted of peshcides you can just invent something that will kill the bug's not the people. know I aint going to buy grapes not enles there washed relly good. I think this world can change if we dont use pesticides.

Pleass right back I would like to her from you what you think we should do.

Sincerly,
Your frend,
Claudia Aguirre

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1100 Corrie Street
West Sacramento, CA 95605
October 28, 1992

To who it may concern:,

I am in the sixth grade at Golden State middle school. We are studying the effects of pesticides.

I think pesticides are not good for people. Because pesticides are making people get sick. And they are effecting the whole world and other things like grapes, water and other things.

I think that they should not use pesticides too many times They should use pesticedes only once of month or year. I would like to say that I dont like whats hapening with the people that work in the field. Well thas all that I wated to tell you.

Smcerely,
Judith Calvillo

P.S. Please write back.

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1100 Carrie Street
West Sacramento, CA. 95605
El 28 octuber, 1992

Para quien Las resiba

Hola yo mellamo Armida Hernandez y estoy en La colben State Middle School y estamos estudiando Sobre Los quimicos que Le estan echando a Las uvas y esas uvas seban a La Tienda y luego que pasa la gente empiesa a comprar uvas pero la jente na esta que estar comiendo beneno y para sus Hijos y hijas que sufren sin saber que pasa pero an muerto muchos niños y niñas y Tambien padres que Trabajan en el campo y madres que Tambien Trabajan embarasadas que luego el quimico se extra a su bebe y nase sin manos o pieses Tenemos que luchar para que no esta asiendo eso yo boy a decirle a Dios que prateja a Toda esa jente Trabajadora y que les vaya bien que los bendiga Dios

Sinceramente,
Armida Hernande

Escribe de nuevo

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504 Eliot Avenue
West Sacramento, CA
95691
Octubre 28 de 1992

Estimado Sr.

Hola, yo estoy en sexto grado y mi escuela se llama Golden State Middle School. Y nosotros estamos estudiando y discutiendo sobre los filer que ahi a los lados de la ciudad. Yo pienso que no deben usar la medicina para matar a los insectos Porque nosotros hemos visto una pelicula sobre los problemas de la uva. Como ahi un niño que tiene cancer porque su mamá no sabia que estaba embarasada. Y el niño ahora esta sufriendo por la medicina de las uvas. Y los doctores dijeron que no se puede hacer nada para que viva. Yo pienso que si algien de mi familia se enferme por lo que le a pasado a mucha gente a hasta yo. Lo que yo iba hacer es ya. iba a escribir en un papel POR FAVOR NO COMPREN MÁS UVAS porque ahi mucha gente que sus hijos ahora tienen cancer por la culpa de la medicina de las uvas. Y asi los rancheros no siembraran mas uvas y no se morian mas niños. A las casas que llegaran a la tienda yo iba a poner una copia de lo que yo escribi. Que bueno que mi familia no trabaja en el fil y alo mejor yo bos hacer lo que le aguaba de decir. Y asi mucha gente no ba apuzar lo que le a pasado

BEST COPY AVAILABLE

813 Bryte Ave #73
West sact, calif 95605
el 28 de octubre de 1992

To Whom it may concer

I am in the sixh grade at Golden State Middle School. We are sturing the effects of pesticide. I feell so bad about whats happein with the people in your video When I saw it I just wanh to cry. Because it's no fare for the people who is working on the field I feell so bad because of the 9th years old poy that he has conser I wish it was falls so the little boy count not die. The presiden t has to do something about it I wish I was the presidenh and take all the people that works at the field to a beter plase Cesar Im so glad with you that you try to help people that nice of you thank you Cesar Chavez Please write back.

Sincerly
Angie Tellez

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504 Sparkman court
West Sacramento CA 95605
October 28, 1992

To whom it may concern,

I'm in the 6th grade at the Grider, Stale Middle School. We are learning about the effects of pesticides.

I think and many other people think that pesticides is not good. For the plants or for the people that work there. Its not good for them to work there because they get a lot of kinds of medicle problems in there system. I dont think you people should be using what, you people are using you are effecting a lot of plants specialy people they from working there. They they from working in theris grapes.

BEST COPY AVAILABLE

I think people now in days
chode be traing to work thuneys
out. So you wont use pesticided
eny more. You gays can make or
get a deffrent thuney to put in
the plants. So thay would get away
from the insets wont eat the plants.
I think you guys should do that
because tomuch people are dieyng
of working there. Let us help your
people so your people won't let
the people that work for you will
deef.

Thank you

Ps please
write Back

Sincerely,
Genoveba Morales.

BEST COPY AVAILABLE

Write back

827 Pine Street
West Sac. Ca. 95691

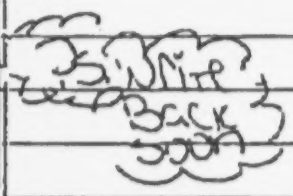
1100 Carne Street
West Sac. CA, 95602

To whom it May Concern,

I am in the sixth grade at Golden State Middle School. We are studing the effects of pestcides. And my teachers name is Mrs. Deleon. And we found out that ace grapes have chemicals. We also have chemicals in our water and some of that could cause cancer. And we really don't like it for people having cancer. Because when we look at them kids that ace born without hands and legs. It makes us feel very sad. And we don't want that to happen to us. And we also don't want to have cancer. Please no that faces don't put chemicals in our [illegible]

Sincerely,
Daniel Tarango

BEST COPY AVAILABLE



318 Sparkman #4
West Sacto, Ca 95605
October 28, 1992

To Whom it my Concern,

I am in the sixth grade at Golden State Middle School. We are studing the effect of pesticides. We want to stop all the things that pesticides do. We think plants, people and pesticides in our water. Why do you spray so much pesticides to the plants? Just to let you know that I'm boycotting grapes.

My opion is to use less pesticides and more water. The pesticides effect the plants. The pesticides is suppose to kill the bugs but only 1% percent and the rest it kills people. You should use less amoles in the pesticides because it effects our water.

Maybe we can help you guys in something like put less chemicles in the plants. We could plant plants in natural soil with no pesticides. Well we will help you guys with putting less chemicles in the pesticides and in our water.

Boycott grapes!

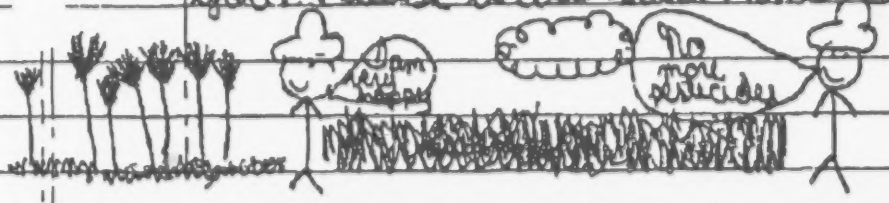
Sincerely,
Laura Magallanes

BEST COPY AVAILABLE

927 Pine St #64
West Sacramento, Ca. 95691
October 29, 1992

To whom it May Concern:

I am in the sixth grade at Golden State Middle School. We are studying the effects of pesticides. I think pesticides are effecting people. I have seen kids with cancer, born missing legs and arms and born with half the spine and can never walk. Some babys die in their mom's stomach. My opinion is for you invent something else that wont effect us. Or maybe you can use something like heat instead of spraying from an airplane. I am willing to boycott the grapes and see if you change the quemicles. I will keep trying and trying until they change the pesticides. I will not eat grapes until I see that they changed the quemicles. My dad is a farm worker and I am afraid he might get cancer or get sick. I am very afraid. Well I hope you favor my opinion. Well I will leave you. Please write back and tell me what you think.



Sincerely,
Cristina Barajas

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Lesson Title:
César Chávez, Dr. Martin Luther King, Jr., and Civil Rights

Grade Level:
Grade Four Lesson 5

History-Social Science Standard:
4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *California*. Unit 4: A Changing State. Chapters 7 and 8. Unit 5: Modern California. Chapter 9.

McGraw-Hill: *California*. Unit 4: California, The U.S. and the World. Chapters 9 and 10

Setting the Context:
In the 1950s and 1960s, the California economy was booming and many people came to California in order to find a better life. Not all of the people who arrived were allowed to participate in the thriving economy because of discrimination.

In the 1950s, Martin Luther King, Jr. led a civil rights movement in the United States. The movement fought to acquire civil rights for the African Americans in the South, but millions of Americans joined the civil rights movement in an effort to stop discrimination. In the early 1950s César E. Chávez joined Fred Ross and the Community Service Organization to teach people how to solve their problems by organizing fellow citizens for social and economic justice. In 1962, Chávez organized the Farm Workers Association, in California and created a movement that became part of the civil rights movement.

Focus Question:
What are civil rights and how did César Chávez and Martin Luther King, Jr., Ph.D., work to better the lives of people who suffered because of discrimination and social and economic injustice?

Expected Learning Outcomes:
The students will be able to define civil rights and compare César E. Chávez and Dr. Martin Luther King, Jr. in their values, efforts, and accomplishments.

Assessment:
The students will write a three to four paragraph paper that defines civil rights, compares the similarities and differences of César E. Chávez and Dr. Martin Luther King, Jr., and judge what changes were brought about by these two men.

Key Concepts:
Conflict
Change
Ethnic Diversity
Social Justice
Economic Justice

Essential Vocabulary:
economy: the way a state or country uses its natural resources to meet their needs
discrimination: the unfair treatment of people because of such things as color of skin, race, religion, or birthplace.
civil rights: the fair and equal treatment promised by law to citizens of a country
movement: a way of thinking and acting taken up by many people with the hopes of bringing about a change
Supreme Court: the highest court in the state or federal judicial system
agriculture: the science and business of growing crops and raising livestock
aviation: the production and flying of aircraft
booming economy: an economy that is making a lot of money
industry: the making or selling of a good or a service
manufacture: the process of turning raw materials into a final product
nonviolent: to act without violence
fair wages: payment that is fair for work that was done
safe working conditions: a work place that is free from danger
unsafe working conditions: a dangerous work place
boycott: to stop buying or using a product as a form of protest

Primary Sources:
Photo of César E. Chávez - attached and at http://chavez.scientech.com/teachers/lessons/resources/pictures/cesarportrait,unk,ufw.jpg
Picture of Martin Luther King – attached and at http://chavez.scientech.com/teachers/lessons/resources/pictures/MartinLutherKingJr1727553.jpg
Telegram from Martin Luther King, Jr. to César E. Chávez - attached
Copy of an except from the speech by César E. Chávez "Lessons of Dr. Martin Luther King, Jr" - attached
Picture of someone using "el cortito"- attached and at http://chavez.scientech.com/teachers/lessons/resources/pictures/MEV2_9.jpg

Visuals:
Use a map of the United States of America on which to locate California and the South.

Procedure

Motivation:
Tell the students that many people have contributed to the growth and development of California and the United States. Explain that change for the better cannot always be

easily seen. Tell them today they will learn about two men that both are responsible for changing the lives of millions of people in California, the United States of America, and, in fact, the world.

Making Connections:
Review the following synopsis with the students in order to help them put into perspective opportunities that existed for most people in California during the 1950s and 1960s.

The California Economy Booms 1950s - 1960s
Before WWII, California's economy centered mainly around agriculture and to some extent, on movie making, aviation, and shipbuilding. Although these industries continued to grow after WWII, many new kinds of industries were born. Because of the great number of new factories providing jobs for people, the California economy boomed in the 1950s. California became a diverse economy because of the many new industries that manufactured chemicals, clothing, cosmetics, electronic equipment, automobiles, jet airplanes, and airplane engines.

In 1959, scientists in California invented the silicon chip, and the silicon chip was used to help make computers smaller. The computer industry grew, and computers and silicon chips helped many other industries grow.

In the 1960s, the aerospace industry also grew in California and began to build rockets and the space ships necessary for space exploration. Scientists came to work at the laboratories and the factories employed many people. The opportunities for jobs in California were excellent and many people came to work in the new industries. However, not all people that lived in California had an opportunity to work at the new factories because of discrimination. They were denied equal treatment and were kept out of high paying jobs, and often they could not live where they wanted.

In the 1950s, Dr. Martin Luther King, Jr. led a nonviolent civil rights movement in the South. In 1962, César E. Chávez led a nonviolent movement in California that worked to better the lives of people in demanding civil rights and social and economic justice. Together, their efforts changed California and America in ways that resulted in extending dignity and respect to minorities, workers, the impoverished, and the dispossessed.

Vocabulary Activities:
Give the students a list of the vocabulary word and go over their meanings together. They will need direct teacher guidance in order to grasp the meanings of these vocabulary words.

Guided Instruction:
Share the following definition of civil rights:

The Constitution of the United States of America guarantees all Americans the following civil rights: Freedom of speech, of the press, religion, right to own property, and to receive fair and equal treatment from government, other persons, or private groups.

Tell the students that before WWII California's economy had centered on agriculture, oil, movie making, aviation, and shipbuilding, but in the 1950s, California's economy boomed. The economic boom was because many new industries and factories were built during and after the war. Although many people worked in the new industries, there were people who were not allowed to work. They were discriminated against because of their race.

Read the following synopsis with the students on farm workers, César E. Chávez, Dr. Martin Luther King, Jr. and the Civil Rights Movement.

César E. Chávez and the farm workers

In the 1960s, there were many opportunities in the cities of California. Workers were paid a minimum of $1.25 an hour, but farm workers made only $0.90 an hour. Even though California's agribusiness was the largest and richest in the United States and one of the richest industries of California, it paid the farm workers very little and they lived in poverty. Farm workers worked and lived in very bad conditions because the growers did not want to spend money on the farm workers. The working conditions were unsafe for the farm workers because dangerous pesticides were sprayed on the farm workers and they were not given fresh water or bathrooms. Many farm workers lived in run down and poorly constructed shacks rented to them by the growers in the labor camps.

The farm workers tried to solve these problems, but were not allowed to organize or vote to form a union that could help them demand fair wages, safer working conditions, and better housing. California's farm labor force was diverse, but most of the farm workers were Latinos. César E. Chávez wanted to better the lives of the farm workers. He knew that their civil rights were being violated because they were forced to work for very low pay, in unsafe working conditions, and were not allowed to organize a union that would help them. Other workers in California were guaranteed fair wages, safe working conditions, and had the right to form a union. Civil rights are citizen's rights to equal treatment and are guaranteed in the Constitution of the United States.

César worked from 1962 until the day he died in 1993 to improve the lives of farm workers. He organized and built a union that had great political strength because of the millions of Americans that supported him in his efforts to acquire justice and civil rights for farm workers. The United Farm Workers (UFW), after five years of boycotting and picketing, succeeded in organizing the State of California and getting growers to recognize them and their demands. César E. Chávez and the UFW became part of the movement that was fighting for civil rights.

Because of César E. Chávez's efforts, some of State laws of California were changed. In 1974, Richard Alatorre introduced a farm labor bill with the backing of César E.

Chávez and the UFW and in 1975, *The California Agricultural Labor Relations Act* gave farm workers secret ballot elections to unionize, the right to boycott, and voting rights for seasonal workers. An Agricultural Labor Relations Board was created to supervise the elections of the farm workers. Now the farm workers had the right to vote for a union that would represent them and demand better working conditions.

After years of court battles, César E. Chávez and a team of lawyers that supported the UFW succeeded in the abolition of "el cortito" (the short-handled-hoe). The California Supreme Court outlawed the short-handled hoe in 1975. For years, the growers had required farm workers to use this tool. The farm workers would have to work for many hours bent over and walking very close to the ground in order to use "el cortito." The use of "el cortito" caused permanent injury to thousands of farm workers and they spent their lives in disabling pain.

The movement of César E. Chávez became part of a large, nationwide movement that worked to better the lives of poor people, conducted voter registration drives, and worked to extend civil rights to people who had been previously denied their rights. Many people before César E. Chávez had tried and failed to organize farm worker and had thought that it was impossible to organize the farm workers. Farm workers suffered unfair treatment because the powerful growers and corporations controlled the social, political, and economic structures in which workers lived. César' s movement caused changes to the power structure, changed the way people thought about farm workers, and led to social and economic justice. The success of the movement made people believe anything was possible when people organized for justice and civil rights.

Dr. Martin Luther King, Jr.

In the 1950s, a Civil Rights Movement began in the South and progressed across the United States. The movement wanted to end discrimination. Dr. Martin Luther King, Jr. was a leader of a nonviolent Civil Rights Movement. In the South, for many years, African Americans had been discriminated against in housing, education, and employment and had been denied equal access to restaurants, hotels, and other public places. The main goal of the civil rights movement was to end such discrimination and guarantee equal rights and opportunities to all people. Discrimination also existed in California against African Americans, Latinos, and other minorities.

Millions of Americans supported Dr. Martin Luther King, Jr. The federal government passed laws that declared discrimination and segregation illegal. The laws did not always guarantee that African Americans would be treated equally, and in the 1960s, African Americans increased their fight for civil rights. Dr. King fought for the rights of people through nonviolent means including the use of boycotts and marches. He believed that only love could change hate.

The Civil Rights Act of 1964 banned discrimination because of a person's color, race, national origin, religion, or sex. If a person' s rights are violated, they can file a complaint with the Equal Employment Opportunity Commission. Dr. Martin Luther King, Jr. received the Nobel Peace Prize in 1964 for leading a nonviolent civil rights

movement. An assassin killed him in 1968. Dr. Martin Luther King, Jr. inspired people of all races to work towards social and economic justice and civil rights for all people.

Both César E. Chávez and Dr. Martin Luther King, Jr. worked to promote civil rights using nonviolent methods. They both wanted social change, justice, and equal treatment for all people, especially the poor, and dispossessed.

Compare César E. Chávez to Dr. Martin Luther King, Jr.
Write a comparison chart on the board using these possible examples:

<u>César E. Chávez</u>
Used nonviolence to bring justice for farm workers
Led nonviolent marches
Led nonviolent boycotts
Brought about change for the rights of farm workers
Millions of Americans supported the farm workers because of his efforts
Was honored by the State of California with a State holiday
Was given the Medal of Freedom by President Clinton
Was the leader of the first successful farm worker's union in California
Brought changes to the State of California

<u>Dr. Martin Luther King, Jr.</u>
Led a nonviolent civil rights movement
Was supported by millions of Americans
Led nonviolent marches
Led nonviolent boycotts
Supported unions
Believed that you could change hate through love
Received the Nobel Peace Prize
Was honored by a national holiday

Have the students discuss similarities and differences between the two.

Read the excerpt from César E. Chávez's speech entitled '*Lessons of Dr. Martin Luther King, Jr.*'. Then, return to the comparison chart and ask students if there is anything that they would like to add to the graph. Ask the students to evaluate and to describe how César E. Chávez felt about Dr. King.

MY FRIENDS, TODAY WE HONOR A GIANT AMONG MEN: TODAY WE HONOR THE REVEREND MARTIN LUTHER KING, JR.

DR. KING WAS A POWERFUL FIGURE OF DESTINY, OF COURAGE, OF SACRIFICE, AND VISION. FEW PEOPLE IN THE HISTORY OF THIS NATION CAN RIVAL HIS ACCOMPLISHMENTS, HIS REASON, OR HIS SELFLESS DEDICATION TO THE CAUSE OF PEACE AND SOCIAL JUSTICE.

TODAY WE HONOR A WISE TEACHER, AN INSPIRING LEADER, AND A TRUE VISIONARY. BUT TO TRULY HONOR DR. KING WE MUST DO SOMETHING MORE THAN SAY WORDS OF PRAISE.

WE MUST LEARN HIS LESSONS AND PUT HIS VIEWS INTO PRACTICE, SO THAT WE MAY TRULY BE FREE AT LAST.

WHO WAS DR. KING?

MANY PEOPLE WILL TELL YOU OF HIS WONDERFUL QUALITIES AND HIS MANY ACCOMPLISHMENTS. BUT WHAT MAKES HIM SPECIAL TO ME, THE TRUTH MANY PEOPLE DON' T WANT YOU TO REMEMBER, IS THAT DR. KING WAS A GREAT ACTIVIST, FIGHTING FOR RADICAL SOCIAL CHANGE WITH RADICAL METHODS.

WHILE OTHER PEOPLE TALKED ABOUT CHANGE, DR. KING USED DIRECT ACTION TO CHALLENGE THE SYSTEM. DR. KING WASN'T AFRAID OF TENSION,

HE WELCOMED IT, AND USED IT WISELY.

IN HIS FAMOUS LETTER FROM THE BIRMINGHAM JAIL, DR. KING WROTE THAT

"THE PURPOSE OF THE DIRECT ACTION IS TO CREATE A SITUATION SO CRISIS-PACKED THAT IT WILL INEVITABLY OPEN THE DOOR TO NEGOTIATION."

DR. KING WAS ALSO RADICAL IN HIS BELIEFS ABOUT VIOLENCE. HE LEARNED HOW TO SUCCESSFULLY FIGHT HATRED AND VIOLENCE WITH THE UNSTOPPABLE POWER OF NONVIOLENCE.

HE ONCE STOPPED AN ARMED MOB, SAYING "WE ARE NOT ADVOCATING VIOLENCE. WE WANT TO LOVE OUR ENEMIES. BE GOOD TO THEM. THIS IS WHAT WE LIVE BY. WE MUST MEET HATE WITH LOVE."

DR. KING KNEW THAT HE VERY PROBABLY WOULDN'T SURVIVE THE STRUGGLE THAT HE LED SO WELL. BUT HE SAID "IF I AM STOPPED, THE MOVEMENT WILL NOT STOP. IF I AM STOPPED, OUR WORK WILL NOT STOP. FOR WHAT WE ARE DOING IS RIGHT. WHAT WE ARE DOING IS JUST. AND GOD IS WITH US."

MY FRIENDS, AS WE ENTER A NEW DECADE, IT SHOULD BE CLEAR TO ALL OF U.S.

THAT THERE IS AN UNFINISHED AGENDA, THAT WE HAVE MILES TO GO BEFORE WE REACH THE PROMISED LAND.

THE MEN WHO RULE THIS COUNTRY TODAY NEVER LEARNED THE LESSONS OF DR. KING. THEY NEVER LEARNED THAT NONVIOLENCE IS THE ONLY WAY TO PEACE AND JUSTICE.

OUR NATION CONTINUES TO WAGE WAR UPON ITS NEIGHBORS, AND UPON ITSELF.

THE POWERS THAT BE, RULE OVER A RACIST SOCIETY FILLED WITH HATRED AND IGNORANCE.

OUR NATION CONTINUES TO BE SEGREGATED ALONG RACIAL AND ECONOMIC LINES.

THE POWERS THAT BE, MAKE THEMSELVES RICHER BY EXPLOITING THE POOR. OUR NATION CONTINUES TO ALLOW CHILDREN TO GO HUNGRY, AND WILL NOT EVEN HOUSE ITS OWN PEOPLE. THE TIME IS NOW FOR PEOPLE, OF ALL RACES AND BACKGROUNDS, TO SOUND THE TRUMPETS OF CHANGE. AS DR. KING PROCLAIMED, "THERE COMES A TIME WHEN PEOPLE GET TIRED OF BEING TRAMPLED OVER BY THE IRON FEET OF OPPRESSION."

MY FRIENDS, THE TIME FOR ACTION IS UPON US. THE ENEMIES OF JUSTICE WANT YOU TO THINK OF DR. KING AS ONLY A CIVIL RIGHTS LEADER, BUT HE HAD A MUCH BROADER AGENT. HE WAS A TIRELESS CRUSADER FOR THE RIGHTS OF THE POOR, FOR AN END TO THE WAR IN VIETNAM LONG BEFORE IT WAS POPULAR TO TAKE THAT STAND, AND FOR THE RIGHTS OF WORKERS EVERYWHERE.

MANY PEOPLE FIND IT CONVENIENT TO FORGET THAT MARTIN WAS MURDERED WHILE SUPPORTING A DESPERATE STRIKE ON THAT TRAGIC DAY IN MEMPHIS, TENNESSEE. HE DIED WHILE FIGHTING FOR THE RIGHTS OF SANITATION WORKERS.

DR. KING'S DEDICATION TO THE RIGHTS OF THE WORKERS WHO ARE SO OFTEN EXPLOITED BY THE FORCES OF GREED HAS PROFOUNDLY TOUCHED MY LIFE

AND GUIDED MY STRUGGLE.

DURING MY FIRST FAST IN 1968, DR. KING REMINDED ME THAT OUR STRUGGLE

WAS HIS STRUGGLE TOO. HE SENT ME A TELEGRAM WHICH SAID "OUR SEPARATE STRUGGLES ARE REALLY ONE –A STRUGGLE FOR FREEDOM, FOR DIGNITY, AND FOR HUMANITY."

I WAS PROFOUNDLY MOVED THAT SOMEONE FACING SUCH A TREMENDOUS STRUGGLE HIMSELF WOULD TAKE THE TIME TO WORRY ABOUT A STRUGGLE TAKING PLACE ON THE OTHER SIDE OF THE CONTINENT.

JUST AS DR. KING WAS A DISCIPLE OF GHANDI AND CHRIST, WE MUST NOW BE DR. KING'S DISCIPLES.

DR. KING CHALLENGED U.S. TO WORK FOR A GREATER HUMANITY. I ONLY HOPE

THAT WE ARE WORTHY OF HIS CHALLENGE.

THE UNITED FARM WORKERS ARE DEDICATED TO CARRYING ON THE DREAM

OF REVEREND MARTIN LUTHER KING, JR. MY FRIENDS, I WOULD LIKE TO TELL YOU ABOUT THE STRUGGLE OF THE FARM WORKERS WHO ARE WAGING A DESPERATE STRUGGLE FOR OUR RIGHTS, FOR OUR CHILDREN'S RIGHTS AND FOR OUR VERY LIVES.

LIKE DR. KING I TOO HAVE A DREAM. I HAVE A DREAM THAT FARM WORKERS, AND ESPECIALLY THEIR CHILDREN, WON'T HAVE TO FEAR THEIR SAFETY AND EVEN THEIR VERY LIVES WHEN THEY LABOR IN THE FIELDS.

César E. Chávez
January 12, 1990

Telegram

From: Dr. Martin Luther King, Jr.
To: César E. Chávez

You and your valiant fellow workers have demonstrated your commitment to righting grievous wrongs forced upon exploited people. We are together with you in spirit and determination that our dreams for a better tomorrow will be realized.

Dr. Martin Luther King, Jr.

Have the students read the attached telegram from Dr. King to César E. Chávez, and ask the students to evaluate how Dr. King felt about César E. Chávez.

Ask the students to write a paper that first defines civil rights. Next, the paper should compare Dr. Martin Luther King, Jr. and César E. Chávez and find the similarities and the differences between the two. Lastly, the paper should determine how these men changed California and America. The paper should be written using the writing process and graded according to your school district's rubric.

Have the students read their paper in small groups of four.

Solicit four volunteers from the class and have the students read their paper to the class.

Post a picture of César E. Chávez and Dr. Martin Luther King, Jr. in the room.

Integrating Language:

The students will interact verbally with the teacher as the class goes over the vocabulary words and then again when they discuss similarities and differences between César E. Chávez and Dr. Martin Luther King, Jr.

The students will use reading and comprehension skills as the class reads the telegram from Dr. Martin Luther King to César E. Chávez and then again when they read the speech "Lessons of Dr. Martin Luther King, Jr." written by César E. Chávez.

The students will demonstrate and practice the writing process as they write a paper that compares the two men and evaluates the changes they brought about.

Finally, they will practice speaking skills as they read their paper to a small group and later to the entire class, if they choose to do so.

Enrichment:

The class may learn the songs "De Colores" and "We Shall Overcome." Both of these songs were theme songs for the movements of César E. Chávez and Dr. Martin Luther King, Jr.

The students may choose to organize a presentation of reports, songs, quotes, and speeches that relate to César E. Chávez and Dr. Martin Luther King, Jr. and their efforts and contributions to the United States and humanity. The students perform for another fourth grade class.

The teacher may ask volunteers to research the following topics for extra credit and have the "expert panel" present their research to the class:
Gandhi and nonviolence
Dr. Martin Luther King, Jr.
César E. Chávez
The Civil Rights Movement
The Farm Workers Movement
Discrimination

Photo of César E. Chávez

Picture of Martin Luther King, Jr.

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Farm worker using “el cortito”

Lesson Title:
César E. Chávez Celebrated Cultural Diversity
(This lesson builds on the research done by the students in the Immigration lesson)

Grade Level:
Grade Four Lesson 6

History-Social Science Standard:
4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups.

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *California*. Unit 2: Newcomers to California. Unit 3: California Joins the U.S. Unit 4: A Changing State. Unit 5: Modern California.

McGraw-Hill: *California*. Chapter 8 Bringing the World to California. Chapter 9 Growing California. Chapter 10 Building California.

Setting the Context:
(This lesson is a follow-up to the Immigration Lesson. The students need to complete the lesson on immigration before beginning this lesson.)

A rich mixture of cultures has influenced California' s cultural development. Different periods such as the Native American, Spanish, Mexican, and California period color its history; with each period tied to a different cultural group that makes up the fabric of California. When it became a State, a great influx of immigrants from all over the world entered California. Each culture has left its mark on the fabric, richness, and development of California's culture in the form of cultural celebrations, food, architecture, religions, languages, and festivals.

Although it was not always so, today citizens of California celebrate the cultural diversity that exists. As they celebrate their own culture, they appreciate the cultures of others in the spirit of tolerance and acceptance. César E. Chávez worked to promote the acceptance of cultural diversity as he led a movement for social change and justice. He encouraged and appreciated the involvement of people from many religions, races, economic backgrounds, and cultures. Many people recognized that he worked to promote tolerance, justice, and humanity. Millions of people supported him in the spirit of acceptance and change.

Focus Question:
What is culture?

What is cultural diversity and how did it come to be in California?

What was César E. Chávez's philosophy regarding cultural diversity, justice, and humanity?

What is the cultural background of the students and how can they celebrate their cultural diversity?

Expected Learning Outcomes:
The student will define culture, national culture, and cultural diversity

The student will identify the influx of different cultures that have contributed to California's cultural diversity.

The student will relate the current acceptance of cultural diversity to César E. Chávez's philosophy of acceptance, tolerance, appreciation, and justice for all.

The student will attempt to identify elements in his own life that could be a reflection of ethnic culture.

Assessment:
Students will compare national culture to their interviewee's culture using a Venn diagram.

The students will relate how the current appreciation of cultural diversity correlates with César Chávez's philosophy of acceptance, humanity, social change, and justice.

Students will examine the definition of culture, by writing an account of cultural heritage using the information that they gathered in the interview. They will include the ethnic foods, customs, and traditions that may still exist. Students will also document any family stories that relate to immigrant lives, work, and possible struggles, and attempt to glean a few words from the original language along with the translation.

The students will celebrate the ethnic diversity that exists in their classroom in a spirit of acceptance and tolerance.

Key Concepts:
Diversity
Culture
Justice
Ethnic Diversity

Essential Vocabulary:
tolerance: To accept and let be even though it may not be like you or not what you believe

acceptance: To receive something with gladness
philosophy: Beliefs and moral self-discipline
celebration: To observe an event with ceremonies of respect or rejoicing
ethnic: A group of people who share a distinctive cultural and racial heritage
wages: Payment for work
decent: Meeting acceptable standards
appreciate: To recognize the quality and importance of
political system: The way a government is run
ancestors: A person from whom one is descended
traditions: The passing down of elements of a culture
customs: A practice followed by a people of a particular group or region
heritage: A way of life, a custom, or belief that has come from the past and continues today
justice: Fairness
civil rights: The rights of citizens to equal treatment
coalition: A group of people that come together for a purpose

Primary Sources:

Pictures of César with people from different ethnic backgrounds (photos are attached or can be downloaded from website provided)

- **Filipino** http://chavez.scientech.com/teachers/lessons/resources/pictures/cesar_filipino_man.jpg
- **Legislatures** http://chavez.scientech.com/teachers/lessons/resources/pictures/cec,legislatorsinsacramento,86,em.jpg
- **Students** http://chavez.scientech.com/teachers/lessons/resources/pictures/cec,boycottvolunteers,huelga_boycott,annbenson,em.jpg,
- **Mexican Americans** http://chavez.scientech.com/teachers/lessons/resources/pictures/cecatmilwaukeefoodcoop,vivianavaldez,manuelsalas,chuckmiller,em.jpg

People of different backgrounds picketing with farm workers (photos are attached or can be downloaded from website provided)

- **Arab** http://chavez.scientech.com/teachers/lessons/resources/pictures/arabdemonstrationindetroit,nagidaiffalah,aug73em.jpg
- **Mexican American** http://chavez.scientech.com/teachers/lessons/resources/pictures/ssp,cs.jpg
- **White and Black** http://chavez.scientech.com/teachers/lessons/resources/pictures/anti-repdemo,apr72,jackeisenbergem.jpg

Eulogy of Nan Freeman, an 18-year-old student, who was killed – attached and at http://chavez.scientech.com/teachers/lessons/resources/documents/Eulogy_Nan_Freeman.pdf

- Other documents reference Nan Freeman http://chavez.scientech.com/teachers/lessons/resources/documents/EXR1_The_Martyrs_a.pdf

César with the Pope – statement attached and at tech.com/teachers/lessons/resources/documents/PCCCP2_Box9_21_Statement_by_Pope_Paul_VI.pdf

Letters from celebrities – attached and at http://chavez.scientech.com/teachers/lessons/resources/documents/FANMAIL_CELEBS_A_Celebrity_Support_Letters.pdf

Article about César and a Rabbi – attached and at http://chavez.scientech.com/teachers/lessons/resources/documents/EXR1_B_Grape_Strike_Delano_Diary_a.pdf

The Song "De Colores" in audio at http://chavez.scientech.com/teachers/lessons/resources/audio/DeColores_8m_J1.mp3 and the lyrics – attached and at http://chavez.scientech.com/teachers/lessons/resources/documents/ 5_UFW_Songs.pdf

Visuals:

Use the social studies textbook to examine photos and drawings of the various ethnic people who have been a part of California's history.

Use a world map to identify the various countries from which they came.

Procedure

Motivation:
Define culture and national culture, explain that all Americans celebrate a national culture, but some Americans also celebrate a family culture that is specific to their immigrant ancestry. Explain that California is very rich in ethnic diversity and has a mixture of cultures as well as national culture.

Define Culture:
Culture has to do with the way people live and what they believe in. Culture is learned from one's family. Food, music, religion, language, celebrations, traditions, and beliefs are all a part of culture.

Define National Culture:
In the United States of America every American citizen shares a national culture in which they share the freedoms that the constitution provides, the English language, and celebrate national holidays such as the Fourth of July, Thanksgiving, Presidents Day, and Memorial Day.

Define Cultural Diversity:
Cultural diversity is the celebration of many different cultures in the appreciation and acceptance of their food, festivals, language, architecture, religion, and customs.

Making Connections:
Students will review the various cultures that have been a part of California's history and analyze their cultural contributions.

In the previous lesson, students interviewed family members, school staff members, or neighbors in order to collect data on immigrant history. They identified the country or countries from which they can trace immigrant heritage and looked at the contributions of César E. Chávez, a descendent of an immigrant family.

In this lesson, students will learn about culture and cultural diversity and how it adds to the richness of California and their lives. They will learn how César E. Chávez's philosophy aligns itself to the acceptance and celebration of cultural diversity.

Vocabulary Activities:
Write the vocabulary words on the board and solicit any knowledge the students may have regarding their meanings. Accept all responses and guide the students to the definitions of the words. Have them write down words and the definitions, as they may need them later in their work.

Guided Instruction:
Read the following synopsis with the students:

A History of California's Cultural Diversity:
People from many different cultures have contributed to the growth of the State of California and each group left their mark on the diverse culture of California. In the early history of the State, Native Americans had lived on the land for thousands of years. In 1769, the Spanish built the first mission in an attempt to colonize California and transplant the Spanish culture in California. The Mexican period began in 1821 and lasted until 1848. In 1849, the Gold Rush began and 100,000 "forty-niners" came to California from all over the world. Many Chinese immigrants arrived during the gold rush and faced discrimination. In the 1800s, Japanese immigrants arrived and became successful farmers. California had become a state and by 1852, the population of California had grown to 250,000 people. Many immigrants from Europe found their way to California between the 1870s and the 1910s. Immigrants came to find a better life and worked to grow food, build towns, and create businesses that would help California become an economic leader.

In 1900, California's population was 1,500,000 and included people from many different backgrounds and immigrants from other countries. There were 11,000 African Americans in California at this time that found they faced discrimination and poverty, although they had come to California to find a better life. Between 1942 and 1965, millions of Mexican workers came to work in the fields during the Bracero Program. The Braceros were promised fair wages and decent working and living conditions; however, they found low paying jobs and poor living conditions. In 1960s, many people immigrated from Mexico, Central America, South America, Asia, Laos, Cambodia, and Vietnam. Immigrants brought rich cultures that included their religion, language, food,

music, celebrations, and ideas. New immigrants often suffered discrimination and banded together in the same neighborhoods in order to take care of each other and to feel at home. Their neighborhoods reflected their cultures with celebrations, food, traditions, and even architecture.

Today, the population of California is over 32 million. Although citizens celebrate the national culture of the United States, they also celebrate the cultural diversity that exists in the State. California is rich with a variety of ethnic foods, celebrations, architecture, music, and art. The ethnic communities like China Town and Olivera Street add to California's cultural diversity, and each year California holds events that celebrate cultural diversity.

Events that Celebrate Cultural Diversity in California
Chinese New Year in San Francisco
Swallows Return in Capistrano
Cherry Blossoms Festival in San Francisco
High Desert Arts Festival in Ridgecrest
Dixieland Jubilee in Sacramento
Shakespeare Festivals
Mozart Festival in San Luis Obispo
Scottish Festival and Highland Games in Monterey
Old Spanish Days in Santa Barbara
Danish Days in Solvang
Monterey Jazz Festival
Long Beach Blues Festival
Octoberfest in Big Bear
Native American Art shows
Mexican Independence Day Celebrations
Italian Festival in San Francisco
Swedish Festival in Kingsburg
Obon Festivals in Santa Maria and San Luis Obispo

Show the students we truly do have a diversified culture by using a Venn diagram on the board and comparing the cultures of their interviewees to the national culture. You may use the following suggested examples for comparison and solicit interviewee's examples from the students.

National Culture:
Fourth of July, Labor Day, Freedom, Thanksgiving, Presidents Day, American food

Interviewee's Immigrant Culture:
Chinese Food, Japanese Food, Mexican Food, Italian Food, Ethnic Holidays

Lead the students to see that multicultural food and many multicultural holidays are part of the national culture that exists in California.

Show the students the photos of César E. Chávez and tell them that you will now read about how his philosophy celebrated cultural diversity.

César E. Chávez Celebrated Cultural Diversity:
The State of California honors the life and philosophy of César E. Chávez with a State holiday. He is recognized as one of the State's great leaders who fought injustice. He is also recognized for his philosophy of service to others, sacrifice, tolerance, nonviolence, dedication to justice, and determination.

For 30 years, César E. Chávez dedicated his life to the service of others. He led a movement for social justice that worked to bring fair wages, safe working conditions, and better living conditions to farm workers. Under his leadership many religious groups, students, minorities, consumers, and people from different ethnic groups came together to work for social justice. He once said, *"I am convinced that the truest act of courage, the strongest act of manliness is to sacrifice ourselves for others in a totally nonviolent struggle for justice."* He dedicated his life to work for the betterment of others and succeeded in organizing the farm workers of California and improving their lives.

César celebrated the tolerance of cultural diversity; he respected all races and religions. He encouraged people of all backgrounds to help the United Farm Workers. The UFW was made up mostly of Latino and Filipino people. When the Delano Grape strike was beginning, he said, *"Its beautiful to work with other groups, other ideas, and other customs. Today we have a very good cross section of Americans here. Some of the kids have pretty wealthy parents and a lot are middle class, of course. And there are farm workers (Mexican and Filipino). We have the labor people and the church people, Protestants like Jim Drake and Chris Hartmire and practicing Catholics who come from religious orders, Jewish kids and agnostics. It' s amazing they all work together. That's the miracle of it all."*

César welcomed the help of all religions, he felt that religion of any type was very special and he honored all religions. He once said, *"To me religion is a most beautiful thing. And over the years I have come to realize that all religions are beautiful. Your religion just happens to depend a lot on your upbringing and your culture."* César also believed that it was important to preserve cultural diversity. *"We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community and this nation,"* he said. Many people from different religions and races saw the justice and truth in César's efforts and joined him in the spirit of sacrifice, determination, and nonviolence. César believed in tolerance and respect of all races and religions.

César believed nonviolence could bring about social change, as did Martin Luther King, Jr. and Gandhi. César wanted fair treatment for the farm workers. He knew that in the past, powerful growers and big corporations had sometimes used violence against farm workers who tried to organize and demand higher wages, safe working conditions, and better living conditions. César instructed all of the people that worked to support the UFW to use nonviolence and he organized nonviolent pickets, boycotts, and marches.

The growers did use violence against the peaceful picketing farm workers who wanted a better life and to be treated fairly. The American public saw the injustice that existed and supported the farm workers. Nonviolence was not easy, but it was powerful. César once said, *"We can turn the world around if we do it nonviolently."*

César believed in justice and worked to help all farm workers of all races. Although he began organizing Latino farm workers, he convinced his union to join the Filipino workers that started the Delano Grape Strike. In order to convince the UFW union to join the Filipino workers, he said, *"We Mexicans here in the United States, as well as all other farm laborers, are engaged in another struggle for the freedom and dignity which poverty denies us. But it must not be a violent struggle even if violence is used against us...the strike was begun by the Filipinos but it is not exclusively for them. Tonight we must decide if we are to join our fellow workers in this great labor struggle."*

The vote was unanimous to join the Filipino workers and, with the support of 17 million of Americans, they won. César had faith in the goodness of humanity and believed that people wanted justice. He commented, *"Our opponents in the agricultural industry are very powerful and farm workers are still weak in money and influence. But we have another kind of power that comes from the justice of our cause. So long as we are willing to sacrifice for that cause, so long as we persist in nonviolence and work to spread the message of our struggle, then millions of people around the world will respond from their heart, will support our efforts... and in the end we will overcome."*

César also led a movement that demanded civil rights for farm workers. César was concerned that people of all races or social standing be treated fairly. Martin Luther King, Jr. once sent César a note that read, *"Our separate struggles are really one. A struggle for freedom, for dignity and humanity."* When Martin Luther King, Jr. was assassinated, César made this statement, *"King challenged us to work for a greater humanity, I hope that we are worthy of his challenge."*

César's philosophy of acceptance, appreciation, nonviolence, dedication to justice, and his belief in humanity continues to inspire those that remember him and celebrate his life.

List the elements of César E. Chávez's philosophy on the board. Have the students decide if the current appreciation of cultural diversity aligns to his philosophy. Discuss evidence in today's society that demonstrates any of César's philosophy.

<u>Elements of Philosophy</u>
Service and dedication to others
Tolerance of Cultural Diversity
Nonviolence
Belief in Justice
Importance of Civil rights

Have the students get out their interview notes. Explain they will write a paper that celebrates the discovery of traces of their family' s culture. Some may not have any trace of ethnic culture; they should write about what kinds of food they eat and what celebrations and customs are important to their families. The students will follow the writing process and write a rough draft, peer edit, and then produce a final draft. They should include any photos with their final draft, if photos were collected. Have them address the following elements in their paper:

Definition of culture:
Identify the foods eaten by interviewees that may come from immigrant ancestors.
Identify any traditions or customs that the interviewee practices that may come from their ancestors.
Identify the religion of immigrants and decide if it is still practiced.
Share a few nice words from the original language and provide a translation

Post the pictures of César E. Chávez around the room.

Have the students share their papers with the group the following day in a festive celebration of cultural diversity. Ask your students to bring in an ethnic food dish and any music they may have that is part of their culture. The teacher should get ethnic music from the library that represents the demographics of the class, community, or State.

Integrating Language:
Students will use listening, speaking, reading, and writing skills in this lesson.

Enrichment:
Download the song "De Colores" and the lyrics from the CDE site and teach it to the class. The song was a theme song for César E. Chávez and the UFW. They would sing it at the conclusion of meetings while holding hands. It is in Spanish, but the lyrics are very simple and it speaks to the variety of colors that the world is made of, and the colors that are found in the rainbow, and how someday all of the colors will radiate because of love.

Have students investigate the cultural diversity that exists in their city.

Students can research César E. Chávez and learn more about his philosophy, life, and contributions.

Students may want to study the civil rights movement in an effort to understand why tolerance and the appreciation of cultural diversity are important.

Service Learning:
Identify the Problem - The student body may not be aware of the cultural diversity that exists on campus, or may not have developed an appreciation for the fact that cultural diversity may exist.

Develop a Plan - A cultural diversity appreciation day can be celebrated in a spirit of acceptance, learning, and appreciation.

Initiate Action - A survey can be taken of classes that want to participate in a cultural diversity appreciation day. Parts of the survey can be questions regarding the existence of cultural diversity in the school, city, or State. Classes can then decide what cultures may exist in various classrooms, the city, or the State of California. Students may work in groups to present a booth and performance that demonstrates food, poetry, location, language, music crafts, costumes, photos, or folktales from the culture. At the event, students can take turns running the booths that they have prepared and present dances, songs, or poetry.

Reflection - The same survey can be given to the entire school. Results can be compared between classes that participated and those that did not participate or between before and after results of classes that did participate. Results can be scrutinized to determine if an insight of cultural diversity has evolved in the classrooms that attended the cultural diversity day. Results can be graphed. To express how they felt doing the cultural day, the students may write a poem or some other expression.

Cesar and Elderly Filipino Workers Living at Village

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César Chávez with Legislature

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César Chávez with Students

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César Chávez with Mexican Americans

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People of different backgrounds picketing with farm workers

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People of different backgrounds picketing with farm workers

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People of different backgrounds picketing with farm workers

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Eulogy of Nan Freeman

On Tuesday, January 25, 1972, Nan Freeman, a young Jewish woman from Boston, gave her life for Farm Workers. She was 18 years old when she died.

To some she was a young girl who lost her life in a tragic accident. To us she is a sister who picketed with farm workers in the middle of the night because of her love for justice. She is a young woman who fulfilled the commandments by loving her neighbors even to the point of sacrificing her own life.

To us, Nan Freeman is Kadosha in the Hebrew tradition, "a holy person" to be honored and remembered for as long as farm workers struggle for justice.

How can we measure the gift she has given to our cause? Will God give her another life to live? God has given Nan Freeman just one life and now that life is ended. Think of that, all who cherish our farm workers union: Nan Freeman, our young sister has poured out her one life so that farm workers everywhere might be more free.

There is no way to repay her immeasurable gift. There are no words to thank her for what she's done. Some things we can do: our whole movement is declaring a period of mourning that will correspond to the traditional 7-day period of mourning.

We can remember Nan Freeman. We can honor her life and express our thoughts to her family. We can give more of ourselves just because she has given everything. We must work together to build a farm workers union that is worthy of her love and sacrifice.

UNITED FARM WORKERS

ORGANIZING COMMITTEE AFL-CIO

CESAR CHAVEZ
DIRECTOR

~~DOLORES HUERTA~~
ASST. DIRECTOR
Andy

P.O.Box ~~1303 Homestead~~, Florida 33030

Telephone ~~[illegible]~~

GEORGE MEANY
PRESIDENT

WM. F. SCHNITZLER
SECRETARY-TREASURER

WILLIAM L. KIRCHER
DIRECTOR OF ORGANIZATION

March 3, 1972

CESAR

Here is The check that NAN FREEMAN
gave us, for The strike 2 days Later
she was Killed by A scab of William O.
Pawleys. FORDog

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UNITED FARM WORKERS ORGANIZING COMMITTEE, AFL-CIO
P.O. Box 62 • Keene, Ca. 93531 (805) 822-5571

March 21, 1972

Dr. Philip Mason
Labor Archives
144 Central Library
Wayne State University
Detroit, Mich.

Dear Phil,

This letter may arrive as you reach the West Coast, but I trust the matter can be cared for by your staff just as well.

I am enclosing something very previous to us: it is a check from Nan Freeman and a letter which accompanied it from Manuel Chavez. Nan was a volunteer with the Florida farm workers. Because of the tiny amount of money with which most volunteers operate, this gift from Nan was touching. Then two days later when she was accidentally killed on the picket line by a scab truck driver, her gift became immeasurable.

Now we would like her check to go into the Archives to represent the greatest gift anyone can give for another -- a life.

Thanks,

Susan Drake,
Secretary to Cesar Chavez

Enc. voided check for $1.50
cc: Manuel Chavez

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MWTC Your Full Service Bank

NAN C FREEMAN

No. 17

53-372
113

January 23 1972

PAY TO THE ORDER OF Manual Chavez $1 50/100

One and 50/100 DOLLARS

MWTC Melrose · Wakefield
TRUST COMPANY
WAKEFIELD, MASS.

Nan C. Freeman

⑆011300372⑆ 202 970 7⑈

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MIDWESTERN REGIONAL OFFICE
DIVISION FOR THE SPANISH SPEAKING
DEPARTMENT OF SOCIAL DEVELOPMENT
915 NORTH WASHINGTON, LANSING, MICHIGAN 48906

UNITED STATES
CATHOLIC CONFERENCE

Newsletter

Volume V, Number 1
February, 1972

CHAVEZ' STATEMENT ON THE DEATH OF NAN FREEMAN

Tuesday, January 25, 1972, Nan Freeman gave her life for farmworkers. She had joined with Cuban farmworkers in their struggle against the Talisman Sugar Company in Belle Glade, Florida.

Nan was hit by a truck on the picket line and was fatally injured. She was 18 years old when she died. To some, she is a young girl who lost her life in a tragic accident. To us, she is a sister who picketed with farmworkers in the middle of the night because of her love for justice. She is a young woman who fulfilled the commandments by loving her neighbor even to the point of sacrificing her own life.

To us, Nan Freeman, is kadosha (a Hebrew word) a holy person, to be honored and remembered for as long as farmworkers struggle for justice.

How can we measure the gift she has given to our cause? Will God give her another life to live? God has given Nan Freeman just one life and now that life is ended. Think on that, all who charish our farmworkers' union. Nan Freeman, our young sister, has poured out her life so that farmworkers everywhere might be more free.

There is no way to repay her immeasurable gift. There are no words to thank her for what she has done. Some things we can do: Our whole movement is declaring a period of mourning decided upon by Nan's family.

We can remember Nan Freeman. We can honor her life and express our thoughts to her family.

We can give more of ourselves just because she has given everything. We must work together to build a afarmworkers' union that was her love and her sacrifice.

Cesar Chavez 1/26/72

Telegram send by Ceaar Chavez, January 25, 1972

Dear Mr. and Mrs. Freeman:

We are gathered here at our headquarters at La Paz to honor your daughter, Nan, who lost her life while serving farm workers. There are no words to say what we have on our hearts. We would lighten your pain if we could. We can only express our solidarity and promise to remember Nan's immeasurable gift and to work harder to make our farm workers' movement worthy of her love and her sacrifice. "ZACHER TZADDIK L'VRACHA."

Cesar Chavez and members and staff: UFWOC

(Zacher Tzaddik l'Vracha = The memory of a righteous person is a blessing forever.)

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NAN FREEMAN

1953-1972

Her Life

Nan Freeman was born August 29, 1953. She graduated second in her class from Wakefield Memorial High School in Wakefield, Massachusetts. She participated in drama and American Field Service. She was a National Merit Scholar and in 1970 won the $1K John F. Kennedy Award from the Massachusetts AFL-CIO for her knowledge of American Labor history. She was very active in her temple youth group and was a Shomeret Shabbat and Shomeret Kashrut (an observer of the Sabbath and of Jewish dietary laws).

Nan was a bright, inquisitive and thorough student who thought nothing of turning in 100 page papers for high school courses. The bibliography and footnotes for one of her high school reports were so extensive she turned them in a large brown paper bag.

Her interests were focused on the needs of her fellow human beings. She did papers on the struggles of working class people, Black Americans and Native Americans. As a teenager she worked with retarded children at the Fernald School in Massachusetts. In Sarasota, Florida, she volunteered her time at a day care center for black children. She helped with a self-help housing project for farm workers. In November and December of 1971, she worked at a half-way house in North Carolina. Upon returning home for the holidays, she proceeded to write a 200 page paper on the history of penal institutions.

Nan became interested in the struggle of farm workers in Florida through her professor, Marshall Berry, of New College. She did research on Florida citrus for the United Farm Workers. When the farm workers at the Talisman Sugar Company in Belle Glade Florida went on strike and asked for help, she was one of the first students to volunteer her time and energy.

Called "Morning Glory" by her friends, Nan was a happy person, full of fun and high spirits.

Her Death

On January 25, 1972, eighteen year old Nan Freeman was one of five New College students assisting workers with picketing and leafleting at the Talisman Sugar Plant's front gate. It was the second week of the strike.

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Trucks hauling double trailers of sugar cane from the fields through the plant gates had been a source of concern to the striking workers. Overloaded to 70,000 lbs., the trucks were operated largely by inexperienced strikebreakers.

The pickets had complained to police of speeding that deliberately splashed mud and water on the striking workers, run stop signs and other violations. The local police took no action.

At 3:00 a.m. that morning, Nan was helping others in talking to the truck drivers and passing out leaflets, encouraging the drivers to join the strike.

At 3:15 a.m. a cane truck pulled off the highway onto the road leading to the plant gate. The driver stopped to talk with the pickets. When the truck started up and pulled away, the truck and trailer were not properly aligned. The side of the trailer loaded wth cane hit Nan and knocked her into the guard railing. She fell to the ground, unconscious.

Palm Beach County Sheriff's deputies, who were parked a few hundred feet away, came quickly over and covered Nan with a blanket and called an ambulance. They commented that they could get no reflex responses and that her pulse seemed to be fading. The ambulance arrived about 25 minutes later. Nan Freeman was dead on arrival at Glades General Hospital in Belle Glade at 4:19 a.m. The truck driver was not prosecuted.

Drawn from document
produced by National Farm
Worker Ministry, L.A., CA

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(EXERPT FROM STATEMENT BY CESAR CHAVEZ)

"To us Nan Freeman is "Kadosha", a Holy Person, to be honored and remembered for as long as farm workers struggle for justice. How can we measure the gift she has given to our cause?....There is no way to repay her immeasurable gift. There are no words to thank her for what she has done. Some things we can do: our whole movement is declaring a period of mourning that will correspond to the traditional seven day period of mourning. We can remember Nan Freeman. We can honor her life and express our thoughts to her family. We can give more of ourselves. Just because she has given everything. We must work together to build a farm workers' union that is worthy of her love and her sacrifice."

"In an age in which we and our children sorely need the inspiration of the morally inspired act, as distinct from the soaring but safe rhetoric that for most of us substitute for action, we must not forget Nan Freeman!" (Jewish Advocate, January 28, 1972)

NAGI DAIFULLAH

1949-1973

His Life

Nagi Daifullah came to this country from his native Yemen, looking for a better life. Yemenese farm workers are the latest group (as of 1977) to come to California and be exploited by state growers. Most of them, like Nagi, are young men in their early twenties, shy and slight of frame. Moslem, they speak no english and live in barren labor camps. They come because Yemen is one of the poorest countries in the world. In 1977, average anual income was $94.

Nagi was 5 ft. tall and weighed 100 lbs. Unlike many of his fellow workers, he had learned english. Many times he served as an interpreter for union organizers. An active UFW member, he provided important leadership for workers on strike at Farms near Arvin and Lamont, California.

His Death

At approximately 1:15 a.m. on August 14, a group of 15 UFW members were socializing at the Smokehouse Cafe in Lamont, California. A Kern County Sheriff's Department vehicle arrived. One of the three officers in the car, Deputy Gilbert Cooper, began harrassing Frank Quintana, a UFW picket captain. Cooper attempted to arrest Quintana, who was quietly standing outside the cafe, for disturbing the peace. (Such an arrest was routine in the long harrassment and arrest campaign directed at UFW picket captains by the Sherrif's Department during the grape strike of 1973.)

The farmworkers who were with Quintana protested. In the midst of this confrontation, Cooper singled out 24 year old Nagi Daifullah and went after him. Nagi ran to get away and Deputy Cooper began chasing him. The Deputy caught up with Nagi and, without warning, swung a long metal flashlight at him, striking Nagi in the back of the head.

Nagi crumpled to the ground, unconscious and bleeding profusely.

Two sherrif's deputies dragged him sixty feet along the pavement. They left his body lying in the gutter near the rear door of the police car. People attempting to aid Nagi were told by the police to leave. Three of those that persisted in trying to help Nagi were arrested. The police did not call an ambulance. An ambulance was finally called by a private citizen.

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Nagi died August 15 of massive brain damage and acute blood loss. A Kern County corners' jury ruled the death "an accident."

Thousands of UFW workers and supporters took part in a four mile procession to a memorial service at the UFW's Forty Acres in Delano. The caravan then accompanied the casket to the Bakersfield airport. Nagi's body was flown home to Yemen for burial there.

Drawn from Document
Produced by NFWM, 1977

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UNITED FARM WORKERS of AMERICA AFL-CIO
National Headquarters: La Paz, Keene, California 93570
(805) 822-5571

FILE

October 26, 1987

Robin Scherr
Barrio Planners, Inc.
5271 East Beverly Blvd.
Los Angeles, CA 90022

Dear Robin:

Enclosed is background on La Paz and the information you and Hersch requested on the five martyr memorial sites along the creekbed. Walking along the creekbed from our starting point north toward the microwave station, the sites commemorate the lives and deaths of:

Nan Freeman	1953-1972
Nagi Daifullah	1949-1973
Juan De La Cruz	1913-1973
Rufino Contreras	1951-1979
Rene Lopez	1962-1983

I was able to locate more detail on some than others. Let me know if you need anything else.

Best Regards,

Mary Jo Flaherty

MJF/el

Enclosure

cc: Cesar Chavez

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FARM WORKER WEEK 1980

NAN FREEMAN
1952-1972
Struck down and killed on a UFW picket line, Belle Glade, FL, Jan. 25, 1972.
NAGI DAIFALLAH
1949-1973
Beaten to death by Kern County, CA, Deputy Sheriff, August 15, 1973.
JUAN DE LA CRUZ
1913-1973
Shot and killed on a UFW picket line, Arvin, CA, August 17, 1973.
RUFINO CONTRERAS
1951-1979
Striker killed by gunfire in Imperial Valley lettuce field, February 10, 1979.

These four persons have paid the highest price in the cause of justice for migrant and seasonal farm workers. They have given their lives so that the poorest of America's poor might live in dignity. They are martyrs–witnesses–in the truest sense, for they bear witness to the need for sacrifice by all of us so that this good cause might prevail.

We can remember them.

We can give purpose to their sacrifice by what we do with our own lives.

We can give more of ourselves...
...because they gave everything.

LOOK FOR THE UFW LABEL

ASK FOR THE UFW LABEL

☐ I would like more information on how to help the United Farm Workers' movement.

☐ Enclosed is my check for the United Farm Workers of America.

NAME_____ PHONE ( )_____

ADDRESS_____ CITY_____ ZIP_____

MAIL TO: Local UFW Office or National Farm Worker Ministry
1430 West Olympic Blvd.
Los Angeles, CA. 90015
(213) 386-8130

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To: All entities and volunteer boycott committees
From: Boycott Information
Date: 1 October 1974
Re: Statement by Archbishop Giovanni Benelli of the Vatican - Thursday, Sept 26 - ROME

It is a joy for me to be associated with the welcome being extended to Mr. Cesar Chavez on the occasion of his visit to Rome and on the occasion of this meeting here this afternoon.

We are all indeed grateful to Mr. Chavez for the lesson which he brings to our attention. It is a very important lesson: to know how to be conscious of the terrible responsibility that is incumbent on us who bear the name "Christian". His entire life is an illustration of this principle; it shows a laudable endeavor to apply this principle, which means expending the effort that is required to put the Gospel into practice. What attracts our attention in a particular way is the commitment that is manifested: the commitment to work for the good of one's brothers and sisters, to be of service to them in the name of Christ, and to render this servite with a full measure of all the energy one possesses.

The desire of our Holy Father, the scope of so many of His documents, is to inculcate the Christian consciousness of the relationship of the Gospel to life. He has called for men to work for the integral development of their fellow men, that is, for their full human and Christian advancement in accordance with God's plan for the natural and supernatural dignity of his own children. It is enough to read "Octogesima Adveniens" to see How the Pope has summoned Christians to take up their responsibility, to become involved in action for the betterment of God's people.

Gratitude is also owed to those who have counselled Mr. Chavez, and those who have supported him in faith in God, and love for his people. Particular gratitude goes to the Bishops' Ad Hoc Committee on Farm Labor, represented here today by Bishop Donnelly and Msgr. Higgins. An expression of appreciation is owed likewise to the rest of the Equipe: to Cardinals Manning and Medeiros and to Bishops Donahue and O'Rourke, as well as to the dedicated Secretary, Msgr. Mahony. Congratulations to all of you here today for your interest in the Church, social teaching, and your desire to see the Gospel live.

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STATEMENT BY POPE PAUL VI AT PRIVATE AUDIENCE FOR CESAR CHAVEZ AND PARTY

SEPTEMBER 25, 1974

Our welcome goes this morning to César Chavez whom we are happy to receive as a loyal son of the Catholic Church and as a distinguished leader and representative of the Mexican-American community in the United States.

We wish to tell you of the real joy that is ours to be informed of the fidelity of the people of your culture and origin, our beloved sons and daughters, to the Church of Christ and to know of their generous endeavor to foster adherence to their glorious Catholic spirit. We know, in particular, of your sustained effort to apply the principles of Christian social teaching, and that in striving to do so you have faithfully worked together with the Bishops of your country and with the support of their authoritative representatives, the members of the United States Catholic Bishops' Ad Hoc Committee on Farm Labor.

We pray that this laudable spirit of cooperation will continue and that, through the all-powerful assistance of the Lord, harmony and understanding will be promoted with liberty and justice for all.

In the spirit of our own predecessors in this See of Peter we renew the full measure of our solicitude for the human and Christian condition of labor and for the genuine good of all those who lend support to this lofty vocation.

Our special affectionate greetings go to the Mexican-American community in the United States, which, in harmony with other esteemed ethnic groups, makes up the fabric of the nation, while furnishing its particular and important contribution rooted in Christian principles.

We willingly invoke the blessings of authentic Christian living in justice, peace and love upon our sons and daughters whom we see represented here, and upon all the members of the larger communities in which they live and work.

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PAROLES DU PAPE PAUL VI A L'AUDIENCE PRIVEE
ACCORDEE A CESAR CHAVEZ ET SES COMPAGNONS
LE 25 SEPTEMBRE 1974

Notre bienvenue, ce matin, va à M. César Chavez que nous sommes heureux d'accueillir comme un fils loyal de l'Eglise catholique et un leader et représentant distingué de la communauté mexico-américaine aux Etats-Unis.

Nous voulons vous exprimer la joie véritable qui est la nôtre d'apprendre la fidélité du peuple de votre origine et de votre culture, nos fils et nos filles bien-aimés, à l'Eglise du Christ et de savoir avec quelle générosité ils s'efforcent de promouvoir l'attachement de tous les leurs à la fierté de leur foi catholique. Nous sommes au courant, en particulier, de vos efforts persévérants pour appliquer les principes de l'enseignement social chrétien et nous savons qu'en poursuivant ce but, vous avez fidèlement collaboré avec les évêques de votre pays, appuyé par leur représentants autorisés, les membres du Comité "ad hoc" des évêques catholiques américains pour le travail agricole.

Nous prions pour que ce louable esprit de collaboration se maintienne et que, grâce à l'aide tout-puissante du Seigneur, l'harmonie et la bonne entente se propagent avec la liberté et la justice pour tous.

Dans l'esprit de nos prédécesseurs sur le Siège de Pierre, nous renouvelons l'assurance de notre entière sollicitude pour la condition humaine et chrétienne du monde du travail et pour le bien authentique de tous deux qui prêtent leur appui à cette haute vocation.

Nous saluons d'une façon particulière et affectueuse la communauté mexico-américaine aux Etats-Unis, laquelle, avec d'autres groupes ethniques estimés, édifie l'ensemble de la nation, y apportant sa contribution specifique importante parce qu'enracinée dans les principes du Christianisme.

Nous invoquons volontiers sur nos fils et nos filles que nous voyons représentés ici et sur tous les membres des communautés plus vastes dans lesquelles ils vivent et travaillent, les bénédictions qui découlent d'une vie chrétienne authentique menée dans la justice, la paix et l'amour.

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UNIVERSAL CITY STUDIOS, INC. AN MCA INC. COMPANY

Ms. Dolores Huerta
P.O. Box 62
Keene, Calif.

July 3, 1972

Dear Dolores,

This is to inform you that due to personal committments, I will be unable to attend the Democratic Convention in Florida, as an alternate delegate. I would very strongly urge that Mr. Richard Gibbs be appointed in my place. Dick has been a very strong McGovern supporter all through the primary campaigns, and has given a tremendous amount of energy, time and money. I would be very grateful if you would give him very serious consideration for the spot.

Sincerely,

LEONARD NIMOY

LN/tv

CC: Assemblyman Willy Brown
Assemblyman John Burton
Mr. Richard Gibbs

100 UNIVERSAL CITY PLAZA • UNIVERSAL CITY, CALIFORNIA 91608 • 985-4321

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EDWARD M. KENNEDY
MASSACHUSETTS

United States Senate

WASHINGTON, D.C. 20510

January 23, 1974

Mr. Bill Chandler
715 S. Beach Street
Ft. Worth, Texas 76105

Dear Mr. Chandler:

You were so very kind to write about my son Teddy. Mrs. Kennedy and I are deeply touched by the thoughtfulness of so many people who have shared their experiences with us, and offered advice for Teddy. Your words of inspiration have given us all courage and hope, and for this, we are most grateful.

With our appreciation and best wishes for the Holiday Season,

Sincerely,

Ted Kennedy

Edward M. Kennedy

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United States Senate
COMMITTEE ON
LABOR AND PUBLIC WELFARE
WASHINGTON, D.C. 20510

January 30, 1968

Mr. Cesar E. Chavez, Director
P. O. Box 460
Delano, California 93215

Dear Mr. Chavez:

Thank you for your letter requesting my assistance with your doctor's military problem.

I can sympathize with your concern for your doctor. However, I hope you can understand that it is necessary that a serviceman himself initiate application for whatever action he desires through regular channels. I suggest that he discuss this situation with his commanding officer.

If he decides to submit an application, he should send a copy of it to my office so that I can express my interest in his case to the appropriate military authorities.

With best wishes,

Sincerely,

RFK

Robert F. Kennedy

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United States Senate

COMMITTEE ON
THE DISTRICT OF COLUMBIA

June 29, 1966

Mr. Larry Itliong
AWOC Strike Chairman
Delano, California

Dear Mr. Itliong:

Thank you for your telegram of June 28, with respect to the situation in Delano. You can be sure that I will continue to take an active interest in this matter, particularly in light of the charges that you and others have recently made.

Best wishes.

Sincerely,

Robert F. Kennedy

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GEORGE McGOVERN
SOUTH DAKOTA

United States Senate
WASHINGTON, D.C. 20510

January 14, 1971

Dear Mr. Chandler:

I have enclosed a copy of a letter announcing my candidacy for the Democratic Presidential nomination. I am mailing it to a large number of friends and potential supporters around the country, and would appreciate having your thoughts and comments.

With every good wish,

George McGovern

Mr. Bill Chandler
UFWOC
2103 Chicago
McAllen, Texas 78501

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Republic of the Philippines
Office of the
President of the Senate

October 29, 1965

Mr. Larry Illiong
P. O. Box 475, De Lano
California, U.S.A.

Dear Friend & Compatriot:

Through Dr. Leonilo Malabed, in the name of the MARCOS-LOPEZ CLUB in America, please accept my profoundest personal gratitude and that of my family's for your kind and tangible expression of solicitude and concern for the cause I am now championing for our country and our people. Little as you think such proffer of help may seem, I wish to assure you that it will go a long way towards bringing into full fruition the dreams and hopes of our outraged and neglected people who clamor for a brighter and a more realistic tomorrow.

I cannot express more than in the expedience of language how thankful I am to you and to your family for this generosity, but with God's help, I hope that I will be given the opportunity to express in more tangible ways the gratitude of my family and myself for all these things you have done for me and our people in the days to come.

Again, my sincerest thanks and may God bless you and your family always.

Mabuhay ken mabiag!

FERDINAND E. MARCOS

S. F. No. 7

/cbo

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EDWARD M. KENNEDY
MASSACHUSETTS

United States Senate

WASHINGTON, D.C. 20510

RECT MAY 4 1977

April 27, 1977

Mr. Cesar Chavez
United Farmworkers of America
AFL-CIO
P.O. Box 62
Keene, California 93531

Dear Cesar:

In June, construction will begin on the Kennedy Library in Boston. The Museum will attract over one million visitors a year. In assembling its exhibits, we are trying to do the best we can to portray the lives and times of President Kennedy and Robert Kennedy in a vivid and meaningful manner.

A suitable portion of the exhibits will be devoted to my brother Bob. His role in President Kennedy's early life, political career and Administration will be shown, as well as some of his work as Attorney General. In addition, we plan to have a separate exhibit area devoted to his career after 1963. Our purpose here will be to try to present his own unique qualities, as well as his commitment to the ideals he shared with his brother. We want people who were too young to remember Bob, as well as people of future generations, to understand the kind of man he was and what he meant to the country.

To do this properly, we need more than what is available in the current holdings of the Library. The official government documents are there, but the more informal and personal material is not. We are especially lacking the kind of three-dimensional objects that make an exhibit come alive for the visitor. For this reason, we are conducting a search for material which might be either given or loaned to the Library by people such as yourself, who knew him and worked with him.

The last time I spoke to Ethel about it, she asked if I might write to see if you could help with some things that might reveal Bob's character and concerns. We are looking for items which suggest his commitment and seriousness, his high personal standards, his candidness and informality, his loyalty and compassion, as well as his accomplishments.

It is not absolutely necessary that the material tie in to a particular exhibit. Its most important function will be to personalize Bob for the visitor, and make the experience of visiting the Library more intimate. The items could include such things as biographical items from any point in Bob's life, momentos or

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souvenirs of a particular event -- a trip, a speech, a sport activity; letters, notes and cards exchanged, gifts received, material related to issues and objects that reflect Bob's personal interests and activities and strong family commitment. Any photographs or film sequences which you might have would be of great value. They could be copied and the originals returned to you.

I know that the most outstanding objects for exhibit purposes are often the very ones which have the most personal meaning. And I know how much you treasure the sorts of things I have described. So let me repeat that it would be perfectly possible to loan something, for whatever period of time you choose, with the understanding that it would be returned as you stipulate. Appropriate acknowledgement will be made in the exhibit to those whose items are selected for use.

So I would very much appreciate it if you could reflect on what objects you might have, and let me know of any that could be considered for exhibition. And whether you can help us in this way or not, I hope you will consider the Kennedy Library to be an institution in which you will have a continuing and very personal interest.

Yours truly,

P.L

My best to you & Ethel

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EDWARD M. KENNEDY
MASSACHUSETTS

JAN 6 1973

United States Senate

WASHINGTON, D.C. 20510

January 2, 1973

Mr. Cesar Chavez
Box 62
Keene, California 93531

Dear Cesar,

I appreciate your letting me know of your concern about the increased bombing raids in Indochina.

All of us pray that peace can be retrieved. Yet it is difficult to read about the unprecedented new bombing and all night raids without a deep and despairing sense that it marks a return to the war of old.

Without question, if the war goes on, if the current tragic stalemate in the negotiations continues on into 1973, then many Senators, including myself, will intensify our efforts to end the war through legislation in the new Congress. The dashed hopes of recent weeks will give new strength to our resolve. I am confident now, as never before, that if the President and Dr. Kissinger cannot end America's role in the war themselves, then Congress will end it for them. One way or another, we must be out of Vietnam in early 1973. And when we undertake this battle we do not expect to be alone.

Again, many thanks for your recent letter and my best wishes for happiness and success in the New Year.

Sincerely,

Ted Kennedy

Edward M. Kennedy

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REC'D MAR 25 1977

THE WHITE HOUSE

WASHINGTON

March 22, 1977

To Cesar Chavez

Thank you for your letter of January 29, 1977, regarding the housing problems facing farmworkers. As you point out, the need for decent housing is a critical area that concerns us all.

I am informed by Secretary Marshall that the Department of Labor operates several programs through their farmworker program funded under the Comprehensive Employment and Training Act (CETA) of 1973. Specifically, a $2.1 million housing assistance program is funded through the Rural Housing Alliance (RHA) and its 30 subgrantees in every major agricultural State to impact on Farmers Home Administration (FmHA) financing. In addition the Department of Labor has funded other farm housing projects in California and Florida.

I briefly point out this activity to identify a few of the current positive efforts to address the farmworker housing problem. However, I share your concerns that "much remains to be done."

Recognizing that farmworkers require special attention because of their employment problems, I have proposed several new initiatives in my economic stimulus message to the Congress. These include residential training for migrant and seasonal farmworkers, training programs coordinated with rural economic development activities, rehabilitation of farm labor housing camps, and publicly assisted home rehabilitation

and weatherization projects. These proposals are currently before the Congress which I hope will act favorably and provide additional appropriations for farmworker programs. These new initiatives will be coupled with the existing $63.2 million farmworker program which funds grantees in 49 States and Puerto Rico to conduct employment and training activities and supportive services for eligible farmworkers.

Any program to impact on housing problems will require a coordinated approach by the Executive Branch including leadership roles by the Departments of Housing and Urban Development and Agriculture. I can assure that the new administration intends to work through all relevant agencies in a combined effort to improve the living conditions of farmworkers. I hope we can work together to reach these goals. If you have specific suggestions I urge you to communicate them to my policy advisor Stu Eizenstat.

Sincerely,

Jimmy Carter

Mr. Cesar E. Chavez
President
United Farm Workers
of America
La Paz, Keene, California 93531

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THE MARTIN LUTHER KING, JR. CENTER
FOR SOCIAL CHANGE

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† Mr. Whitney Young

† Deceased
†† Honorary Member

Office of the President, 234 Sunset Ave., N. W. 30314 522-2350

March 21, 1973

MAR 26 1973

Mr. Cesar Chavez
Box 130
Delano, California

Dear Cesar:

It was good to talk with you the other day. We are moving along with plans for our Fourth Annual Meeting of the Martin Luther King, Jr. Center in Boston, April 6-7. As you can see from the schedule which is enclosed, we have listed you as one of our evening speakers, even though I realize that you are not yet certain whether you will be able to be present. If you cannot come, we will be disappointed but will understand and will appreciate your sending a representative to bring the word about what is happening in your movement.

We are not expecting any of the evening speakers to give a major presentation. Rather, we are asking that they limit their remarks to about five minutes. As you can see from the announcement, our theme for this year's sessions is COALITION STRATEGIES FOR NONVIOLENT SOCIAL CHANGE - "Resisting the Storm Together." We need to hear from you, and I hope very much that it will be possible for you to arrange to come.

I look forward to seeing you in Boston. Please let us know when you or your representative will be arriving at the Parker House Hotel so that we may reserve accommodations for you. If there are any questions, please contact me or call Mrs. Bennett in my office: Area 404, 522-2350.

With warm personal regards,

Sincerely yours,

Coretta

CSK:ft

Mrs. Martin Luther King, Jr.

P. S. We are praying for a miracle, but if it doesn't happen, we look forward to hearing from whoever is next best.

Coretta Scott King
President

Benjamin E. Mays
Chairman, Board of Trustees

Walter E. Fauntroy
Chairman, Board of Directors

Andrew Young
Chairman, Advisory Council

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Mrs. Martin Luther King Jr.
234 SUNSET AVENUE, NORTHWEST
ATLANTA, GEORGIA 30314

JAN 21 RECD.

January 19, 1972

Mr. Cesar Chavez
Box 130
Delano, California 93215

Dear Mr. Chavez:

A few weeks ago, an article, "The Working Class Majority", was in the enclosed "Nation". The article received unusually favorable notices, including one from the "Washington Report" of the United Auto Workers, which described it as excellent and quoted from it. I am particularly pleased because the article was written by a member of the staff of the Martin Luther King Memorial Center and, as one of the Council members of the Institute for Nonviolent Social Change (an element of the Center) I thought you would be interested in knowing of it and if you have the time, I hope you will read it in the enclosed issue.

New York publishers, Coward-McCann, have asked the author, Andrew Levison, to enlarge the thesis into a book, and "Nation" has asked him to extend it into a series.

I hope you have been well, and that we may meet soon on the matters we are mutually trying to solve.

With warmest personal regards,

Very sincerely,

Coretta Scott King

Mrs. Martin Luther King, Jr.

CSK:b
Encl. - 1

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file Mrs. Martin Luther King Jr.
234 SUNSET AVENUE, NORTHWEST
ATLANTA, GEORGIA 30314
(404) 522.2350 Office #

FEB 1[illegible]

February 10, 1972

Dear Mr. Chavez:

Thank you for your letter of February 4.

Yes, Vivian is right, I do plan to visit you during the latter part of this month.

At this writing, I am unable to give you my exact plans, however, I do think that I will be able to tour your educational facilities, and maybe meet the staff. I would appreciate your having someone on your staff give me the approximate driving time between Bakersfield and Keene. I will be out of my office for the next week, however when I return, I will have my special assistant, Mrs. Bernita Bennette, contact your office to finalize the plans for my visit.

I will be accompanied by Andy Young, whom you know; Dr. Robert Green, a member of the Board of Directors of the King Center, also a member of the Institute for Nonviolent Social Change; Tom Porter, who has recently come on our staff to serve as co-director of the Institute for Nonviolent Social Change; Andy Levison , a staff member of the Institute, and my special assistant.

I am very pleased to know that you are feeling better, but I regret that you have not been able to travel as much as you would have liked because of your back.

The members of my party and I are looking forward to a very rewarding visit with you and your staff at La Paz.

With warmest personal regards, I am

Sincerely yours,

Coretta Scott King

Mrs. Martin Luther King, Jr.

b

Friday lunch
Sat. 7 people
for lunch & dinner

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GEORGE McGOVERN
SOUTH DAKOTA

United States Senate
WASHINGTON, D.C. 20510

December 23, 1970

Dear Mr. Chandler:

It was good to see you last week after the Appreciation Dinner for Senator Yarborough. I appreciate the effort you made to participate in what became a rather late meeting.

I hope you will consider seriously some of the things we discussed at the meeting, and that we will have the opportunity to work together in the future.

I would appreciate any thoughts and advice you might have on the course I am about to begin in the next few weeks.

Let us keep in touch.

With warm regards,

George McGovern

Bill Chandler
UFWOC
2103 Chicago
McAllen, Texas 78501

Talk over with Marshall
MAY RECD

C/ Mrs. Martin Luther King Jr.
234 SUNSET AVENUE, NORTHWEST
ATLANTA, GEORGIA 30314

To: Marshall
Please return
to my office
Andy

April 27, 1972

Dear Mr. Chavez:

I have been following with great concern the legal struggle you are having with the National Labor Relations Board and the growers, and I have been trying to think of ways the Martin Luther King, Jr. Center for Social Change might help.

One possibly vital contribution the Center can offer comes from Mr. Harry Wachtel, Vice President of the Martin Luther King, Jr. Center for Social Change and our legal counsel. He is willing to offer the services of his major law firm, Wachtel and Rubin, without cost to provide any legal services you may need. I think whatever legal counsel you now have will find the free services of this firm immensely valuable in your current struggle.

As background, I must say that this is a unique firm. While it is a major corporate law firm which represents national and international conglomerates, it has been trustworthy and dedicated to the movement, always offering its services in an unselfish and principled basis. When Martin and the leadership of SCLC were sued for millions of dollars by southern segregationists, it was Mr. Wachtel and his colleagues who carried on a two year fight which ultimately led to a Supreme Court decision in our favor. The case wiped out the judgements and established a landmark decision in libel law, protecting citizens when they challenge public officials.

I might add that Mr. Wachtel, in addition to being Vice President of the Center, is a close personal friend and has handled my husband's estate; which should indicate the faith I have in his integrity. It pleases me that through the Martin Luther King Center for Social Change his assistance can be offered to you.

I have also been trying to think of other ways in which we in the Center might be of help. I believe that mass action as well as legal steps might be effective. I would like to share an idea with you for your consideration. I think that national attention could be focused on the issue if a convoy of farmworkers were to set out from California, meeting with blacks from

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Florida on the east coast and moving on to Washington to demonstrate before the Department of Justice. I would be happy to connect up with a contingent from Florida and go to Washington to protest this injustice against farmworkers. All the available resources of the Center would be given to this operation to insure its success. My staff at the Center would be happy to discuss and explore these possibilities with your staff. I hope these thoughts are of use to you in your struggle and I hope you will contact me if there is anything else I can do.

Sincerely yours,

Coretta Scott King

Mrs. Martin Luther King, Jr.

CSK/dpf

P.S. The Center also has extensive mailing lists and a highly professional operation for direct mailing. Balck churches, community groups across the country and hundreds of local unions who have shown their willingness to make contributions to progress can all be reached. If a mailing of several thousand letters could play a part in your tactics at any stage, we would be happy to make them available and handle all the mechanics of the operation, again, free of charge.

Mr. Cesar Chavez, Director
United Farm Workers
P.O. Box 130
Delano, California 93215

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Mrs. Martin Luther King Jr.
234 SUNSET AVENUE, NORTHWEST
ATLANTA, GEORGIA 30314

April 23, 1973

Ms. Susan Drake
United Farm Workers, AFL-CIO
P. O. Box 62
Keene, California 93531

Dear Ms. Drake:

Thank you for your kind letter of January 29, 1973

I am sending a copy of the official litany, "LET MY PEOPLE GO," to Rev. Hartmire, Director of the National Farm Workers Ministry in Los Angeles,as you requested.

It is certainly gratifying to know that the film, "King: Montgomery to Memphis...A Filmed Record," is being put to such good use by your office at La Paz. The film's educational value (which you noted in its impressions on the young) serves as a useful and rewarding tool for us all in our mutual struggle toward human dignity, peace and justice for all humanity.

I have enclosed some recent publications from the Martin Luther King, Jr. Center for Social Change as well as some additional litanies for your office.

With best wishes,

Sincerely yours,

Coretta Scott King

Mrs. Martin Luther King, Jr.

CSK/sb

enclosures

cc: Rev. Wayne "Chris" Hartmire

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Anthony Quinn

September 25, 1973

Dear Friend:

If you travel America's highways and roads at harvest time -- whether it be California or Maine, Florida or Oregon -- you'll see thousands of sub-teen migrant children working in the broiling sun. They are performing backbreaking adult work at a time when they should be in school. Ironically, Congress has appropriated money to provide these children with the education which we take for granted for our own children.

The sad fact is that some 300,000 youngsters in migrant families are deprived of the normal opportunities for physical, emotional and intellectual development because not enough of their fellow Americans seem to care.

Many of these children go to bed each night exhausted by long hours of muscular work in excessive heat. Their undernourished bodies are wracked with pain from crouching, bending or staying in one position for hours, when they should be running and playing in the sun, or attending school to learn to read and write.

The reasons for these abuses are numerous, varied and -- in this enlightened day and age -- inexcusable.

The one organization with a positive program to right these wrongs is the National Committee on the Education of Migrant Children -- an outgrowth of the 60-year-old National Child Labor Committee, which has been responsible for getting most of this century's child labor legislation on the books.

I am writing to urge you to support their work -- for their knowledge of the problem, and its possible solution, is probably greater than that of anybody in the field. They know where enforcement of migrant education laws need strengthening, and how to train teachers to improve the quality of education migrant children get. They are frequently called upon by public school officials to serve as consultants in setting up migrant education programs. Just as important, they know what educational and moral pressures to bear on individuals, communities and state educational systems to see that the lot of migrant children is improved.

Your contribution will be used directly for these ends and is, of course, tax-deductible. Won't you mail it in today?

Sincerely,

Anthony Quinn

P.S. A copy of Wednesday's Children, the Committee's 132-page summary of the findings of a year-long field study of the problem of migrant children, will be sent free to all contributors of $25 or more.

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CONGRESSIONAL BLACK CAUCUS DINNER COMMITTEE

Suite 612

1025 CONNECTICUT AVENUE, N.W. • WASHINGTON, D. C. 20036

(202) 659-4540

NATIONAL CO-CHAIRMEN
HENRY G. PARKS
BILL COSBY

FLAXIE PINKETT
CHAIRMAN, HOST COMMITTEE

May 17, 1971

Mr. Larry Itliong
Assistant Director
United Farm Workers Organizing
Committee of the AFL-CIO
Post Office Box 130
Delano, California 93215

Dear Mr. Itliong:

Enclosed please find your personal invitation to the Congressional Black Caucus Dinner. Because of your unique leadership role we are asking you to assist us in promoting a national non-partisan effort to support and strengthen our national political leadership. Strong leadership in the national political arena will not only enhance the progress of your own goals and those of your community but also will provide much needed representation to minorities and disadvantaged people throughout the nation.

In addition to your own contribution, won't you take a moment to interest others in our cause? This may be done by bringing additional people and contributions in your party through the enclosed RSVP card or enclosing the names and addresses of additional contributors whom you wish to receive invitations at the time you return your RSVP card.

Your assistance is greatly appreciated by the members of Congressional Black Caucus Dinner Committee and the member congressmen. They stand for us, dare we not stand for them.

Sincerely,

Bill Cosby
Bill Cosby

Averill Harriman
Averill Harriman

Henry G. Parks
Henry G. Parks

Flaxie Pinkett
Flaxie Pinkett

They Stand for Us — Dare We Not Stand for Them

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RECD APR 1 1977.

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Assistant National Development Director
Headquarters Region

March 25, 1977

Mr. Ceaser Chavez
c/o United Farm Workers
Organization Committee
AFL-CIO
102 Albany Street
Delano, California 93215

Dear Mr. Chavez:

The New York Council of the United Negro College Fund is a fund raising arm of UNCF made up of a cross section of business and professional citizens in the New York area. We have a great concern for the goals and programs of UNCF and have spent 11 years raising money to support higher education.

This year, the New York Council is celebrating its 11th Annual Ball by honoring 11 UNCF graduates in the New York area. These heralded 11 are Andrew Young, Judge Oliver Sutton, Ralph Ellison, Betty Allen, Isaiah Robinson, Jr., Wade McRee, Nikki Giovanni, Percy Sutton, Dr. Hobart Jarrett, Dr. June Butts, and James H. Murray, III. They will be honored at the 11th Annual Ball at the Plaza Hotel, Saturday, June 4, 1977. The evening also includes dinner, drinks and dancing.

We are Co-Chairpersons for this event. Our purpose in writing you is to ask if you would join us and many of our friends on the Honorary Ball Committee. Joining, we promise, will not entail any onerous duties. We will note however that your name will appear on the invitations, as one who does not mind being listed as a friend of the New York Council and a supporter of the United Negro College Fund.

Please fill out the enclosed self-addressed card and return it to us at your earliest convenience. We thank you for your consideration and hope that you will agree with us that " A Mind Is A Terrible Thing To Waste."

Sincerely yours,

Eli Wallach

Anne Jackson

EW/AJ:lr
Enclosure

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KING, Coretta

THE MARTIN LUTHER KING, JR. CENTER
FOR SOCIAL CHANGE

671 Beckwith Street, S. W., Atlanta, Georgia 30314 (404) 524-1956

February 22, 1977

Mr. Cesar Chavez
President
United Farm Workers of America
P. O. Box 62
Keene, California 93531

Dear Cesar:

I would like to express to you my sincere thanks and appreciation for your efforts in making the Annual Program of 1977, planned around Martin's 48th birthday celebration, a great success.

The Annual January Program is now history. This Program, the Inaugural activities during the following week and the subsequent confirmation and swearing-in of Andrew Young (my husband's colleague and King Center Board Member) as our Ambassador to the United Nations gave pause for grateful reflection as we took full cognizance of the great strides that have been made since Montgomery, 1955.

We are, however, equally cognizant that there is still much unfinished work and we enlist your continued support of our endeavors and our Programs as we hasten the day that men will live together as brothers and use their creative capacities to overcome the evils that prevent us from improving our quality of life.

Again, my profound gratitude for your participation as an Honorary Co-chairperson for the January Program.

Sincerely yours,

Coretta Scott King

File. Mrs. Martin Luther King, Jr.

CSK/bk

Mrs. Coretta Scott King, President; Rev. Martin Luther King, Sr., Honorary President; Mr. Harry Belafonte, Vice President; Mr. Stanley Levison, Vice President; Mr. Harry Wachtel, Vice President; Mrs. Christine King Farris, Treasurer; Miss Dora E. McDonald, Secretary

Congressman Walter E. Fauntroy, Chairman, Board of Directors; Dr. Benjamin E. Mays, Chairman, Board of Trustees; Congressman Andrew J. Young, Chairman, Advisory Council; Dr. Maxie C. Jackson, Jr., Administrator

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League for Industrial Democracy

68th Annual Award Luncheon

IN HONOR OF

Frederick O'Neal

MAY 2 2 1973

May 16, 1973

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Mina Weisenberg
Charles G Zimmerman

Mr. Cesar Chavez, President
United Farm Workers Union
P. O. Box 130
Delano, California 93215

Dear President Chavez:

The League for Industrial Democracy has chosen as the recipient of its 68th Annual Award Frederick O'Neal, a man who has devoted his life to the trade union movement and the cause of racial justice and who represents the very best in the tradition of American liberalism.

As the President of the Associated Actors and Artistes of America, Vice President of the AFL-CIO and Chairman of its Civil Rights Committee, Frederick O'Neal has been a forceful spokesman for the struggles of working people and minority groups. His involvement has been as broad as it has been deep. Cultural, educational, and civic organizations, in addition to the labor and civil rights movement, have benefited from his diverse talents and dedicated leadership. He is a distinguished actor and, as everyone who knows him will gladly attest, he is also a wonderful person.

We are writing to invite you to pay tribute to Mr. O'Neal at the LID 68th Annual Award Luncheon. The Award will be presented by Albert Shanker, President, United Federation of Teachers, on Thursday, June 28th at the Essex House in New York City.

A Souvenir Journal will be published and distributed to all luncheon guests. We hope you will want to take an ad in the Journal as your tribute to Mr. O'Neal and also to purchase tickets to the luncheon.

We look forward to your participation in this event. A journal form and ticket reservation form are enclosed. Please return them to us at your earliest convenience.

Sincerely and fraternally,
Award Committee Co-chairmen

Matthew Guinan A. Philip Randolph Louis Stulberg

MATTHEW GUINAN A. PHILIP RANDOLPH LOUIS STULBERG

opeiu 153
encl.

112 East 19th Street / New York, New York 10003 / (212) 475-5224

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Delano Diary

By JUDEA B. MILLER

Rabbi Judea B. Miller is the Social Action Chairman of the Massachusetts Board of Rabbis. The following article is part of a report he submitted after a tour of the area of the grape strike in Delano, California in mid-October, 1968, as head of a rabbinical fact-finding mission sent by the New England Terminal Markets Association. On the basis of this report, the Massachusetts Board of Rabbis resolved to support the boycott of California table grapes.

AT BREAKFAST on our first day in Delano, we were joined by Mrs. Eleanor Schulte, who introduced herself as the office manager for the South Central Farmers Association. This was a group that had been formed to oppose the union, the United Farm Workers Organizing Committee. In fact we later learned that none of the growers who had already signed union contracts were members of this association. She drove us to the association's office, where we met Mr. Martin Zaninovich, a grape grower and president of the South Central Farmers Association. During the Second World War he had been an officer in the Navy, and he still carried his tall frame with a sturdy, erect bearing. He was the son of a Yugoslavian immigrant who had come to California a generation ago and had built up his prosperous vineyards through hard work. Most of the seventy or so grape growers in that area are also the children of Yugoslavian immigrants, some of them cousins of Martin Zaninovich. Just as the South Central Farmers Association represents their industry, so too is the Slovakian Hall at the edge of Delano a center for their social life.

Mr. Zaninovich presented the case for the growers whose farms were not unionized. He denied the allegations of the union. He pointed out that the grape pickers in California were the highest paid farm workers in the nation and that they did not need, nor want, a union. Conditions on the farms had improved considerably over the years and were not bad. Grapes were now being harvested. In fact, this had been one of the largest grape harvests in years and the workers were in the fields right now. The fact that they were working indicated, according to Martin Zaninovich, that there was no strike. Also most of these workers were local residents and not migrants, he said; the charge that Mexicans were coming into the area to work as scabs was just not true. At no time did he call the union and Mr. Chavez "Communists," but he did quote from the California House Un-American Committee's findings that there are Communists connected with this union. This essentially was the grower's case and we were to hear it repeated many times almost verbatim during the week.

To illustrate his contention that the workers were well paid, Mr. Zaninovich showed us a work sheet from his farm. The wages ranged for that week from $40 to $126. The initial low figure was not typical, he said, because that worker had not worked a full week. So the actual range of pay for a typical week was between $102 and $126 for five days of work during the harvest in mid-October.

We asked him whether this was

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what a worker would normally make throughout the year. He conceded that these were wages during the peak harvest season, which lasted only about four months, but maintained that there was still plenty of work to do on the ranches throughout the year to keep some of the workers busy. The others migrated to other areas of the state to harvest other crops. So they can do fairly well for themselves, especially when there are other members of a family bringing in a salary too, he said. Assuming that these figures were a true picture of the situation, I suggested to Mr. Zaninovich that the workers then would be making about $6500 a year. He did not comment.

Mr. Zaninovich insisted that the workers did not need a union. After all, in California they had at least nine of the ten possible types of welfare legislation for farm workers, including workman's compensation and social security. We reminded him that in the past the grower's association had consistently opposed this type of welfare legislation and was still resisting its extension. Even now there is no unemployment insurance for farm workers, nor is there a minimum wage for men. The recently passed minimum wage for women and minors has been strenuously opposed by the growers, even to the extent of now appealing it in the courts. For a long time he did not answer. Then he said that he personally was not opposed to welfare legislation for farm workers. But was it fair that it should be imposed only on California growers? he asked. They had to compete with fruit from other parts of the country where growers did not have the added cost of this type of welfare. California already was paying, according to him, the highest wages for farm workers. This placed them at a price disadvantage in competition with growers from other parts of the nation. Although it might be wise to have welfare benefits imposed on a national scale, Mr. Zaninovich admitted that the California growers could not support it out of loyalty to agricultural allies from other states.

A LUNCHEON MEETING was arranged by Martin Zaninovich at the local Elks Club. Present were a pharmacist who represented the city businessmen, the Chief of Police, the City Manager, members of the Delano City Council, and several growers. Gerald Minford, the City Manager, said there were "shades of gray" on both sides in this dispute. The Chief of Police, James Ailes, said that he resented the accusations made against the police charging them with brutality to the strikers, comparing the city to Selma, Alabama. He said he was "merely doing his job." But these "outsiders and agitators just came to Delano to make trouble and to provoke incidents." He continued, "You will think I am a John Bircher, but this is not a union but part of a foreign subversion to overthrow America and make it socialist." He described a number of incidents in which the police, he thought, had been maneuvered into looking bad, when all they had done was their duty.

We pointed out that since members of the Delano City Council, a representative of the businessmen, the City Manager and the Chief of Police had come to the luncheon arranged by the growers, and since they were no doubt neutral, they should not object to participating in a similar meeting with the union people. We said we would arrange such a meeting at the convenience of everyone. After discussing several possibilities, we all agreed to meet with the Union representatives at breakfast the next morning. Chief Ailes wagered that the union people would not attend.

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The next morning we attended the breakfast meeting with the Union representatives that we had arranged during the growers' luncheon the previous day. The Chief of Police lost his bet. The Union representatives did show up as scheduled. But no one showed up from the Delano City Council. Nor did anyone show up from the local businessmen. We spotted the Chief of Police as he was leaving the restaurant and reminded him of our meeting. He had already eaten breakfast. Chief Ailes expressed surprise that the Union representatives were present and said he would join us later, which he did. Only Gerald Minford, the Delano City Manager, came prepared to participate as scheduled.

Anthony Orendain, the Union's Secretary-Treasurer, said that the city establishment was biased against the Union. The City Council had passed numerous resolutions against the strike and last May unanimously passed a resolution condemning the boycott. They did not even call in farm workers to hear their side before passing the resolution. Minford argued that this action was not against the Union, but against the boycott as a technique, which, he said, would hurt the economy of the whole area. He insisted that the boycott verged on being illegal. Jerome Cohen, the union's counsel, insisted that this should be a matter for the courts to determine. Both agreed that there had been no dialogue between the city and the Union. Orendain turned to Minford and said, "You say we shouldn't use the boycott. What else would you do if the employer doesn't even want to speak to us?" Minford acknowledged that, "If I were in your position I might have accepted the boycott, I don't know. But there are other techniques too, such as legislation." Orendain assured him that the Union was exploring these other remedies also. "But if you close one door you must leave another open. The growers didn't leave any other door open for us."

Chief of Police Ailes, who had arrived by this time, interrupted to comment that, "There are those who believe that there is no strike. Workers are working, aren't they?" Larry Itliong, the Assistant Director of the union, answered that people were working, many of them because they cannot afford to strike. "But let there be a free election," he said, "and we would see whether the workers really wanted a union. There are plenty of ranches here where the U.S. Department of Labor asserts there are labor disputes, and yet they still are producing because if we don't harvest the grapes, 'green carders' from Mexico will, despite the law."

THERE were further exchanges of allegations of illegal arrests and police brutality, and denials by the Chief of Police who told how his men had been abused, cursed, and spat upon. Cohen denied this and said that not one incident was proved. If any of the strikers got out of line, they were to be reported to the picket captains at once, because the Union did not want violence either. Cohen said that he had specifically told his own people, "If you use violence, I won't defend you. You deserve to be in jail!" He insisted that he knew of no instances when people from the Union harassed the police. They discussed the recent arrest of Orendain for distributing literature at an anti-Union meeting in a public park. He had been kept in jail over two hours without being able to see his attorney, who was outside asking to see his client. The Chief of Police insisted that this was because he had been short-handed and just did not have a spare policeman to bring Oren-

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dain from his cell. They spoke of Mexican-Americans who were arrested and beaten in jail. This the Chief stoutly denied.

Larry Itliong recalled the initial strike in 1965. The Union had struck nine camps. At first they told their people to stay in the camps. "But soon the water and electricity were turned off, and our people began to come into the city. We tried to rent places for them. The Police were all over the place taking pictures and harassing us. We were constantly followed. Yet we were doing nothing illegal. We hoped the city would be neutral. But we are still followed by the police. Our people are constantly being stopped and questioned, or given tickets for minor infractions. It has become part of the police routine. When we make a complaint, the police always say that first they will have to investigate it. But let there be a complaint against us and the police react right away and pick our people up." There were further accusations against individual policemen.

Minford complained that the Union people had a chip on their shoulder and were always looking for the worst. "The city," he said, "often bends over backwards to avoid an incident, such as our overlooking your having an illegally placed cooperative gasoline station. We feel the Union has taken us on. But we are trying to remain neutral in this dispute involving the growers and the Union. Our police are being used as a club by both sides."

Mrs. Schulte drove us out to the Lukas ranch to visit the vineyards and to speak with the workers. The Lukas ranch markets its fine grapes under the label "Silver King." Young Louis Lukas met us and showed us around the vineyards. At first he seemed hostile, explaining that others had come and gone back to present unfair, biased reports. He objected when I took pictures of young children in the fields, saying that these would be unfair pictures. They would make it appear as though the growers were exploiting children. This, he insisted, was not true. These children were merely accompanying their mothers to work, where they could be watched. The workers were in the fields together as families. He explained that he wasn't worried about the union at all. He was more worried about the terrible rain they had had a week before which threatened to ruin the crop. As it was, too many of the grapes were coming up with "slipped skins."

Louis Lukas has a business administration degree from Notre Dame University. He had also attended law school for a year. He complained about the difficult situation of the small rancher, who was being squeezed out of business. They were all mortgaged to banks (particularly the Bank of America in California) and the cost of equipment was constantly going up. A union now would just ruin them, he said.

MRS. SCHULTE and Mr. Lukas drove each of us in a different car. We were told we could speak to the workers if we wanted. Usually Mrs. Schulte or Mr. Lukas stood near us as we questioned the workers.

Occasionally my colleague was able to engage Mr. Lukas and Mrs. Schulte in conversation so that I could walk off by myself to question the workers alone. I asked each person three questions: Are you satisfied with your pay? Do you want a union? Do you think that Cesar Chavez is an honest man? There were three types of answers, depending on whether the rancher was close by, and on something else which we did not understand until a day later. It was this last factor that was

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the most significant. If the rancher was nearby, the pickers generally agreed that they were satisfied with their pay and working conditions, that they did not want a union, and that Cesar Chavez was a troublemaker. When we were out of earshot of the rancher, the usual response was non-committal about whether they were satisfied with the wages or wanted a union. When I asked them whether Cesar Chavez was an honest man, they often said they did not know. Others paused and then nodded yes.

Another type of response altogether came from four workers. We remembered these four well because they were very articulate, and spoke English much better than the other workers around them. They also seemed the most vociferous in the expression of their opinions. They said that they detested the union, that Cesar Chavez was a troublemaker and a Communist, and that the union persecuted the workers. One of them, a woman, angrily described how Cesar Chavez drove around in a black Thunderbird car with a red flag. She told how the union had persecuted a woman who had to work in the vineyards because her husband was a cripple. We noticed another thing that was remarkable about these four workers. It was only of them that Lukas asked about the condition of the grapes, whether there were "slipped skins." Why did he not ask this question of other workers?

Later, when Mrs. Schulte drove us back to town, we passed the home of the woman who was the most vociferous in her resentment. Mrs. Schulte pointed out that this woman owned her own home and had *two* Volkswagon buses. We agreed that this was a worker who apparently earned a good wage and seemed prosperous.

LATER THAT NIGHT we visited the home of Cesar Chavez. It was a small wooden house not far from the offices of the South Central Farmers Association. In the driveway of the house was parked Chavez' car, an old Volvo. Two workers stood guard outside the house. They let us enter after we introduced ourselves. Cesar Chavez was in bed, where he had been confined for a bone condition exacerbated by a fast he had undertaken for twenty-five days last spring. Over his bed was a handbar from which hung both a rosary and a *mezuzah*. His dark skin contrasted sharply with the starched whiteness of the pillow case and quilt. Occasionally a cockroach scampered across the pillow. Chavez would either ignore it or gently push it aside. He is forty-one and the father of eight children, but he seemed younger than we had expected. We asked him about the *mezuzah* hanging from his bed bar. Chavez explained that this was a gift from his physician. "I wear this with my crucifix. I tell people that Christ didn't wear a crucifix. If Christ wore anything, it was a *mezuzah* like this."

He said that the growers called him an outside agitator. But since 1939 he had lived around the Delano area much of the time. His family was Mexican-American. He was born in Yuma, Arizona in 1927. Then hard times came and his father lost his farm in 1932. They were forced to become migrant farm workers, following the harvests from southern Arizona to northern California. They remained in the Delano area harvesting cotton and grapes from 1939 until 1944. From 1944 through 1946 he had been in the service. In 1948 he was living in Delano again. His wife is from Delano.

In 1950 he was recruited to work for the Community Service Organization, which was assisting Mexican-

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De Colores

~~HIMNO DE CURSILLOS~~

De Colores, de colores
Se visten los campos en la primavera.

De colores, de colores
Son los pajaritos que vienen de afuera.

De colores, de colores
Es el arco iris que vemos lucir
Y por eso los grandes amores
De muchos colores me gustan a mi.

Y por eso los grandes amores
De muchos colores me gustan a mi.

Canta el gallo, canta el gallo
Con el ki ri ki ri ki ri ki ri ki ri

La gallina, la gallina
con el ka ra ka ra ka ra ka ra ka ra

Los polluelos, los polluelos
con el pio pio pio pi

Y por eso los grandes amores
De muchos colores me gustan a mi.

Y por eso los grandes amores
De muchos colores me gustan a mi.

EL QUE PRACTICA "CURSILLOS"

El que practica "Cursillos"
Se saca la loteria (2 veces)
Pues gana muchos millones (3)
En unos poquitos dias.

El alguila siendo animal
Se retrato en el dinero (2 veces)
Nosotros hijos de Dios (3)
Vivir en Gracia primero

Ya nos llevaba de encargo
De prisa, la cuesta abajo (2 veces)
Pero hoy queremos ser santos (3)
Aunque nos cueste trabajo.

Fragua de santos y santas
Cursillos de Christiandad (2)
Donde forjan los valientes (3)
Apostoles de verdad.

En "Cursillos" se conoce
A Cristo que es Dios y hombre
Y aprendemos a luchar (3)
Y a trabajar por su nombre.

Para vivir de colores
Hay que tener voluntad (2)
Mueran los falsos amores (3)
En Gracia siempre hay qye este.

La vida ya se öcaliza
Entre jardines sin par (2)
Y dicen qye se respiran (3)
Colores de santidad.

Es DULCE EL REIR
DEL CLAVEL Y LA FLOR
CAUSA SIEMPRE EN MI
INDIECIBLE EMOCION . . . REPEAT
EN LOS CAMPOS DE MI TIERRA
CUANDO MAS CALIENTA EL SOL
SE VEN GENTES ADMIRANDO
DE LAS MIECES DEL COLOR
ES SUBLIME Y ADMIRABLE
CONTEMPLAR LA CREACION
PORQUE EN ELLAS SE DIBUJAN
LAS HUELLAS DEL CREADOR

ASOCIACION NACIONAL DE TRABAJADORES CAMPESINOS
P. O. Box 894
Delano, California

Biographical Sketch
Grade Four Level

CÉSAR E. CHÁVEZ (1927-1993)

Union leader; Civil Rights Leader; Spiritual Leader; Environmentalist; Humanitarian; Activist for Social Justice

Photo Courtesy of UFW

Introduction

César E. Chávez was a Latino farm worker who became a great force as a union leader, civil rights leader, environmentalist, and humanitarian. With courage, sacrifice, and hope, he provided service to others and dedicated his life to bring justice, dignity, and respect to farm workers and to poor people. He worked to improve the lives of farm workers and he led the United Farm Workers to victory in their fight for better working and living conditions. He led a nonviolent social movement to bring about change and to demand civil rights. His efforts against the use of harmful pesticides gained the support of citizens across the State of California and throughout the United States. He inspired millions of people to work and support his efforts for social change and justice. He received numerous honors for his work including the Presidential Medal of Freedom Award, the highest honor awarded to a civilian, and the creation of a holiday and day of service and learning by the State of California.

Childhood

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Photo Courtesy of César E. Chávez Foundation

César and his sister are standing outside their home.

He was born in 1927 on a small farm near Yuma Arizona to Librado and Juana Chávez, and was one of six children. His grandparents had come to the United States in the 1880's to escape the poverty of Mexico. As a child César was influenced by his mother and grandmother who taught him about kindness, feeding the hungry, nonviolence, and they also gave him a deep sense of spiritual faith. His father taught him to be a man of action that stood up for others. In 1938 during the Great Depression, César was ten years old and his family lost their land in Arizona. The family was forced to join the 30,000 migrant farm workers that traveled throughout California looking for work harvesting food in the fields.

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Life as a Farm Worker

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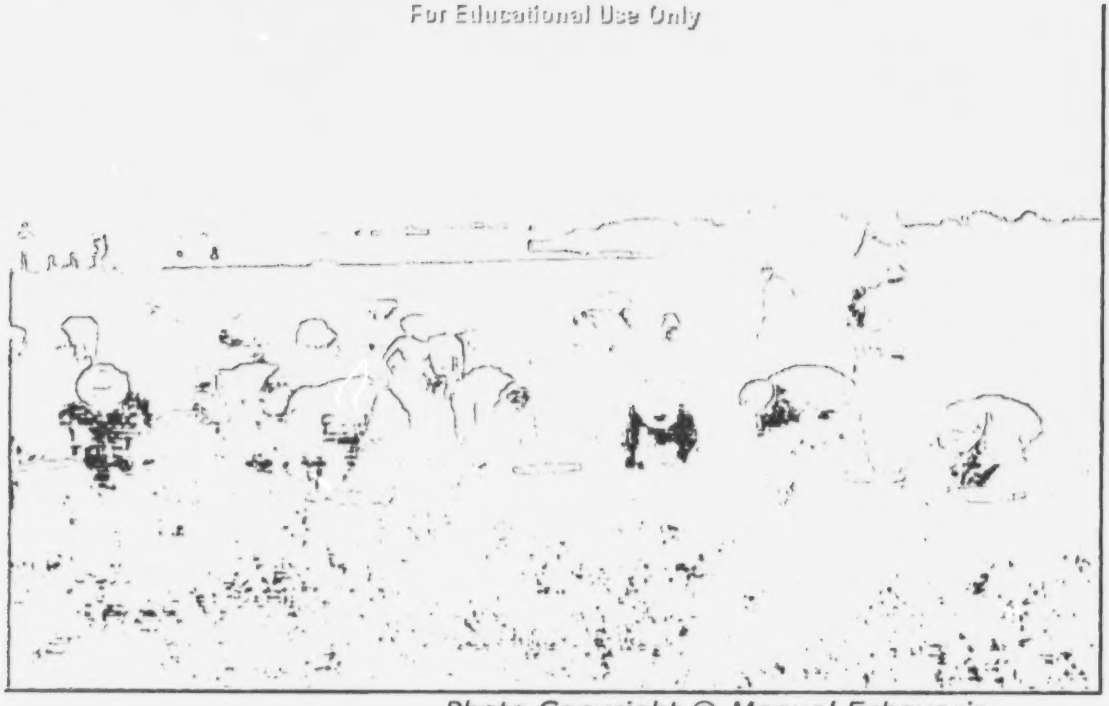

Photo Copyright © Manuel Echavaria
These farm workers are picking chili in Santa Maria in 1971.

"We draw our strength from the vary despair in which we find we have been forced to live. We shall endure." César E. Chávez

For ten years, César's family traveled as migrant farm workers in California looking for work harvesting crops in the fields. They moved from town to town in order to find work. Once they found work, they had to rent run-down shacks with no heating or water from the growers who owned the land. There were so many farm workers looking for work that the growers could treat them however they wanted. If the workers complained, the growers would fire them. The Chávez family worked long hours in the fields, from 3:00 am until sunset, and were paid so little they often did not have enough money to buy food. César lived in the poverty shared by thousands of migrant farm worker families, and later said that the suffering made him strong.

The Pain of Prejudice

César experienced the pain prejudice as a small child in Arizona and later in California. César spoke only Spanish as a child, and the children at school would make fun of his accent and call him "dirty Mexican." Teachers would hit him with rulers if he spoke Spanish in school. In California a teacher made him wear a sign around his neck, which read, "I'm a clown I speak Spanish." When he was ten, he tried to buy a hamburger at a diner with a sign that read "white trade only." The girl behind the counter laughed at him and told him that they didn't serve Mexicans. César felt the pain of being treated unfairly just because he was different. This pain stood with him his entire life, and as an adult the pain shaped his commitment to make all people feel as if they were worthy human beings no matter what color they were.

César Forced to Leave School

"There is so much human potential wasted by poverty, so many children are forced to quit school and go to work." César E. Chávez

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Photo Copyright © Manuel Echavaria

Young children worked with the family sharecropers planting strawberries in the Santa Maria Valley in 1970.

In 1942, when César was in eighth grade, his father was in a car accident and César quit school in order to work in the fields with his brother and sister. César did not want his mother to have to work. Working in the fields was very difficult. The growers demanded that farm workers use the short-handled hoe, so that workers could be close to the ground while thinning the plants; this hoe caused severe back pain. Often there was no clean water to drink or bathrooms for the farm workers to use and they had to work around dangerous pesticides. César worked long hours and felt that the growers treated farm workers without dignity as if they were not human beings and he knew this was not right.

César Joins the Navy

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Photo Courtesy of César E. Chávez Foundation
César in his Navy Uniform.

In 1944, César joined the United States Navy and served overseas for two years. While in the Navy he witnessed that other people suffered the pain of prejudice because they spoke different languages or were of different heritages. When he returned from the Navy he went returned to Delano to help his family work in the fields.

Marriage

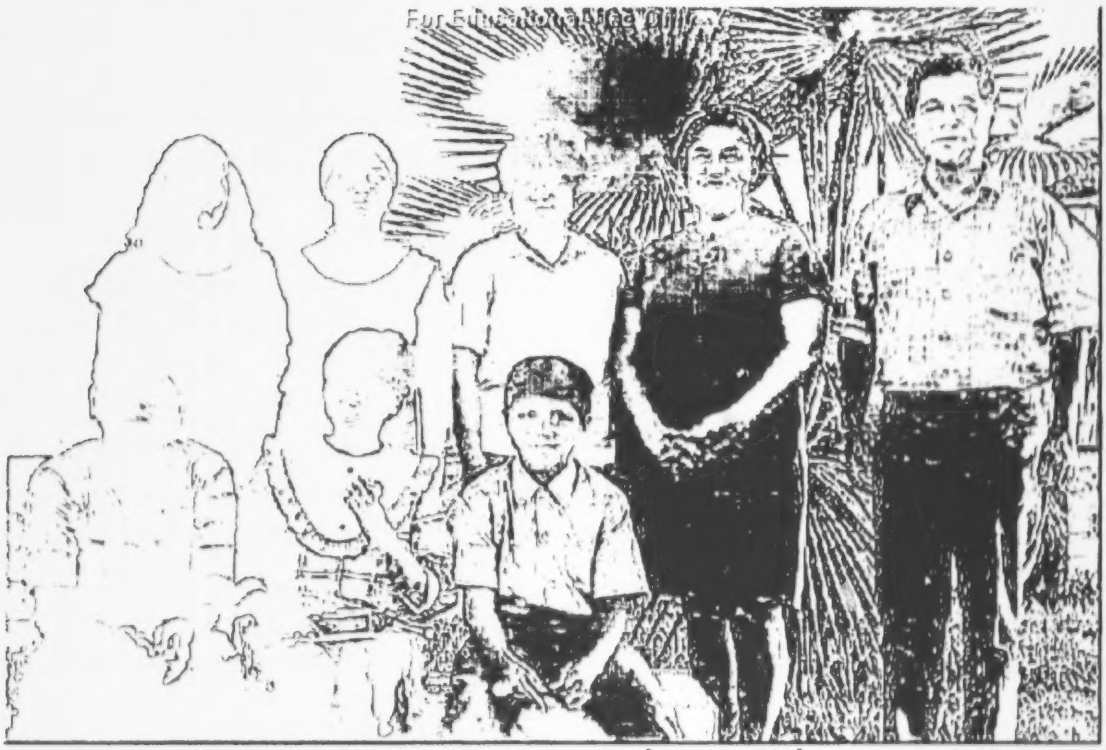

Photo Courtesy of César E. Chávez Foundation

César, his wife Helen, and their six children in a family photograph.

In 1948, when César was twenty-one years old, he married Helen Fabela, and together they had eight children. Helen became an important partner with César as he began to fulfill his dream of improving the lives of farm workers.

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A New Life of Service

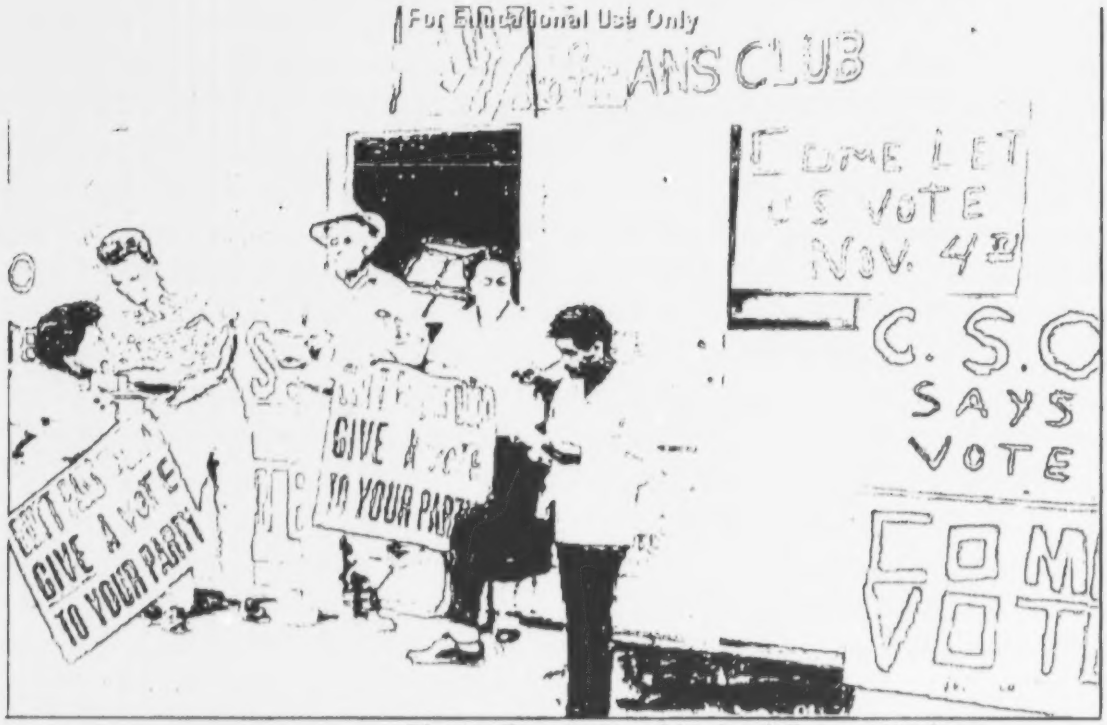

Photo Courtesy of United Farm Workers
César and other Community Service Organization members are preparing to "Get Out The Vote."

"My motivation to change these injustices came from my personal life ... from watching what my mother and father went through when I was growing up; from what we experienced as migrant farm workers in California." César E. Chávez

In 1948, César met people and read books that would change his life forever. He met Father McDonnell who spoke to César about solving the poverty and unjust treatment of the farm worker. He asked César to read books on labor history, St Francis of Assisi, and Luis Fisher's Life of Gandhi. From these books, César learned about the history of unions, nonviolence, sacrificing to help others, and social change, and these ideas reminded him of his family's teachings. César said that it was at this time in his life when his real education began.

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In 1952, César met Fred Ross, who worked for the Community Service Organization, (CSO). Fred Ross explained how people who lived in poverty could build power for themselves and begin to help themselves. César went to work for the CSO and registered many Latino voters. César became the Director of the CSO in California. In Oxnard, California, César helped farm workers regain their jobs, but they soon lost their jobs again. César knew that the farm workers needed to form a union that would give them the power to win legal contracts that protected their rights. The CSO did not want to form a farm worker's union, so César quit the CSO in order to be able to work and build a union for farm workers.

The United Farm Workers

"It's ironic that those who till the soil, cultivate and harvest fruits and vegetables and other foods that fill your tables with abundance have nothing left for themselves." César E. Chávez

Photo Copyright © Manuel Echavaria

César (in the dark jacket) with farm workers on the picket line during 1973 Grape Strike.

In 1962, César and his wife Helen moved with their children to Delano, California, in order to create a farm workers union. César worked for three years recruiting and teaching farm workers how to solve their problems. Since César did not earn much money while organizing farm workers, Helen worked picking grapes to support the family. The farm

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workers grew to trust César and many decided to join his union.

César needed help and asked people to join him in Delano to help him organize and to become leaders in the union. These people came and worked without pay, and were fed by farm workers. César thought it was beautiful to be able to give up everything in order to help others. In 1962, the National Farm Workers Association (NFWA) was born. It would later become known as the United Farm Workers (UFW). César E. Chávez was elected president, Dolores Huerta and Gilbert Padilla, vice-presidents, and Antonio Orendain, secretary-treasurer. The union adopted a flag that had a black eagle which represented the dark situation the farm worker found himself in, a white circle that signified hope, and a red background which represented the sacrifice and work the UFW would have to suffer in order to gain justice. Their official slogan was "Viva La Causa" (Long Live our Cause). César wanted to build a strong union that could fight for justice.

The Famous Delano Grape Strike

Poster Copyright United Farm Workers

United Farm Workers Organizing Committee's Huelga poster.

"When you have people together that believe in something very strongly, whether it be politics, unions or religion — things happen." César E. Chávez

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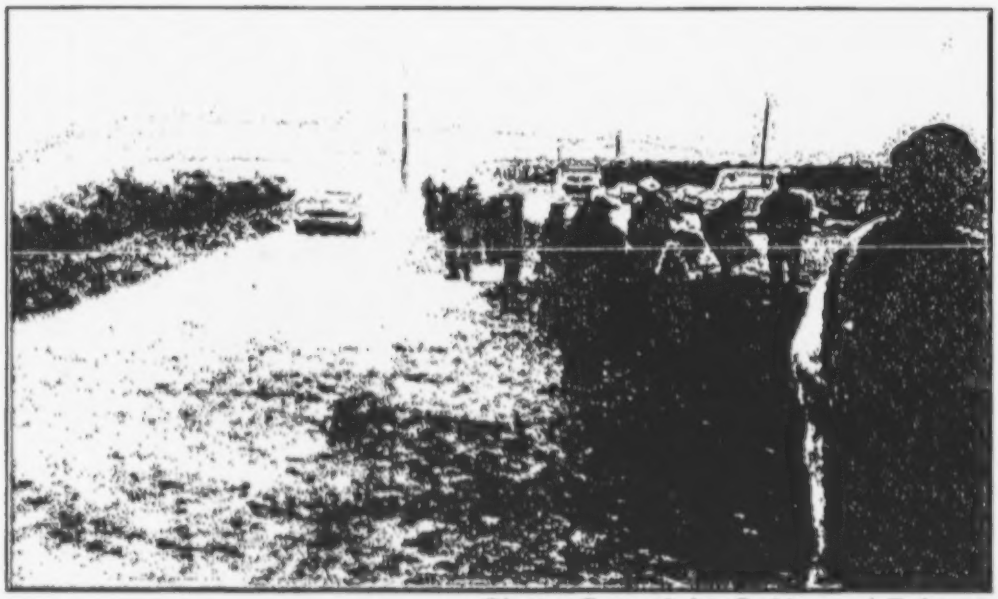

Photo Copyright © Manuel Echavaria

Strikers in the field in the early morning during the grape strike in 1973.

In 1965, César and the NFWA joined the Agricultural Workers Organizing Committee, a Filipino farm worker organization, in the famous Delano Grape Strike. The two organizations targeted the Schenley Industry, the Di Giorgio Corporation, S&W Fine Foods, and Treesweet, all growers who grew crops in the fertile fields of California and employed thousand of farm workers. The strikers wanted contracts that would force the growers to follow certain rules regarding hiring, better working conditions, better pay, and control of pesticides. They also wanted the growers to give them respect and dignity in the fields. The growers did not want to spend money on the improvements, so they growers fought the strike.

The two farm worker organizations joined to form the United Farm Workers Organizing Committee (UFWOC). When UFWOC went on strike, the members refused to work and they picketed the fields with signs and flags trying to get other workers in the fields to join the strike. The growers brought in strikebreakers to harass the picketers, sprayed the picketers with pesticides, and used shotguns and dogs to frighten them. Most of the strikers remained on the picket lines, and César reminded them constantly that they were not to use violence of any kind. César said that nonviolence was more powerful than violence, and that it was the only way to win peace and justice. César

taught the union members how to react and act peacefully, even when the growers used violence against the strikers. César had studied Gandhi's use of the power of nonviolence in his struggle for social justice in India, and César deeply believed that the strike would have to be one of nonviolence if they were to win.

The Boycott

"There is no turning back. We are winning because ours is a revolution of the mind and the heart."
César E. Chávez

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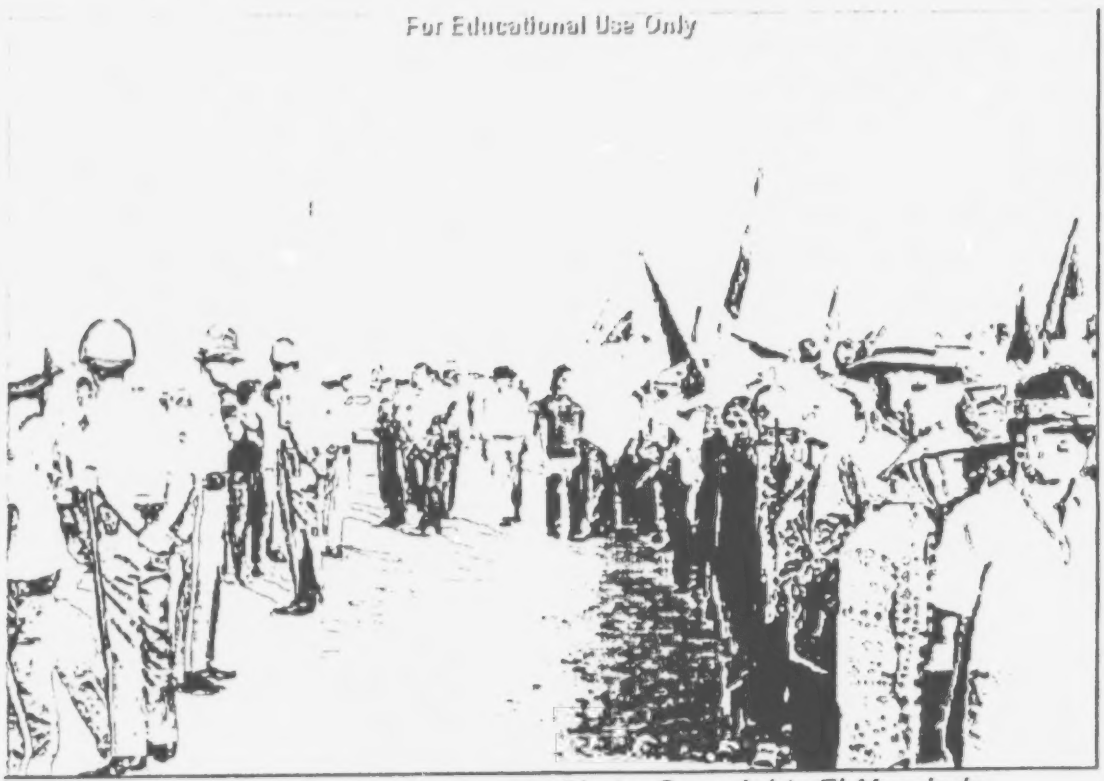

Photo Copyright, El Macriado
Picket line at grape strike in Coachella in 1973.

Hundreds of people of all colors and faiths came to Delano to help with the grape strike. Many churches of all different faiths supported the strike. César thought that all religions were very important and he welcomed their support. The national media (television crews, news papers reporters, and writers for magazines) covered the use of violence by the growers against the nonviolent striking farm workers. NBC aired a documentary called "The Harvest of Shame" that showed how farm workers were forced to live in poverty. Millions of Americans and political leaders saw that César was fighting for the justice that America promises all of its citizens. Other labor unions supported the strike. César called for a national boycott of grapes, during a boycott the growers loose money because in a boycott people stop buying the food that the growers sell in

the supermarkets. Eventually the growers are forced to negotiate with the farm workers. César believed that the American people had a sense of justice and he was right. Millions of Americans supported the boycott and stopped buying grapes because they understood the injustices that the farm workers suffered.

The March

"There is enough love and good will in our movement to give energy to our struggle and still have plenty left over to break down and change the climate of hate and fear around us." César E. Chávez

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Photo Copyright, El Macriado

Farm workers and other supporters march past a field on their way to Stockton.

In 1966, César organized a 340-mile march from Delano to Sacramento, California, in order to get support for the strike from the public, other farm workers and the Governor. Although César's feet were swollen and bleeding, he continued to march. When the march reached Stockton it had grown to 5,000 marchers, it was then that the growers contacted César and agreed to recognize the union and sign a

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labor contract that would promise better working conditions and higher wages. This was the first contract ever signed between growers and a farm worker's union in the history of the United States, but César's work had just begun.

César's First Fast

"The fast is a very personal and spiritual thing, and it is not done out of recklessness. It's not done out of a desire to destroy yourself, but it is done out of a deep conviction that we can communicate with people, either those that are for us or against us, faster and more effectively spiritually than any other way."
César E. Chávez

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Photo by John Kouns, Courtesy of César E. Chávez Foundation

César breaking his fast with Robert Kennedy, UFW supporters, his wife Helen, and his mother Juana.

In 1968, César went on the first of three public "fasts" to protest the violence that was being used on both sides of the strike. When César fasted, he would stop eating in order to gain spiritual strength and communicate with people on a spiritual level. People from all over the United States felt the importance of his fasts; his quiet sacrifice spoke to many people about the injustice that existed for farm workers. In 1968 when he ended his fast, 8,000 people including Robert Kennedy

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were there to support him. The media would cover his fasts and he would receive letters of support from politicians, religious leaders, and civil rights leaders like Martin Luther King Jr.

Four More Years of Striking

"Our struggle is not easy. Those that oppose our cause are rich and powerful, and they have many allies in high places. We are poor. Our allies are few. But we have something the rich do not own. We have our own bodies and spirits and the justice of our cause as our weapons." César E. Chávez

César had won his first contract, but there were still many growers in California who had not recognized the UFW, (formerly the UFWOC) and for the next four years, the union continued to nonviolently strike against the growers. The UFW continued to grow in strength because of the national boycott. It also grew because César built a national coalition of students, middle-class consumers, trade unionists, religious groups, and minorities including: Latin Americans, Filipinos, Jews, Native Americans, African Americans, gays and lesbians. César's quiet dedication and sacrifice had inspired many to help the UFW. Dr. Martin Luther King, Jr. sent César a telegram stating that he and César were united because they both had the same dream for a better tomorrow. By 1970, 85% of all the growers in California had signed contracts with the UFW. César E. Chávez, a gentle man of vision, had worked to revolutionize the relationship between growers and farm workers. He had started a nonviolent movement that demanded civil rights and economic justice.

"You and your valiant fellow workers have demonstrated your commitment to righting grievous wrongs forced upon exploited people. We are together with you in spirit and determination that our dreams for a better tomorrow will be realized." Dr. Martin Luther King Jr.

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1970-1993

Photo Copyright © Jocelyn Sherman
César marching in support of the grape boycott. Martin Sheen is on the left.

From 1970-1980, César and the UFW continued to boycott and strike for farm workers' rights and the control of dangerous pesticides that are sprayed on crops. Although César won many victories, the struggle for justice, fair treatment, respect, and dignity were always in jeopardy. However, César never gave up. He kept working and had faith that people united could create a better world. In 1975, due to César's efforts, the Supreme Court outlawed the short-handed hoe that had injured the backs of thousands of farm workers that were forced to use it. In June of 1975, the UFW sponsored a farm-labor law with the support of growers. Governor Brown signed into law the Agricultural Labor Relations Act that gave farm workers the right to organize a union and hold to elections. The Agricultural Labor Relations Act remains the strongest law nationwide protecting the rights of farm workers. By 1978, the union had 100,000 members and had won a contract with the largest lettuce grower in the United States.

In the 1980s, César traveled to the midwest and the eastern states in order to teach people about the dangers of the pesticides being sprayed on crops. The pesticides caused cancer and birth defects in the children of farm workers. César went on a 36-day fast for "fast for life" to draw attention to the harmful effects of pesticides. Thousands of people supported him by continuing his "fast for life" in 3-day contributions that were passed on from one person to another. In the end, the growers listened to his concerns and began reviewing their use of pesticides. The State of California also revised its use of pesticides because of his efforts.

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Photo Courtesy of United Farm Workers

A crop duster is spraying a field in Delano with pesticides, while farm workers are working in the field in 1969.

In the 1990s, César recovered from his fast and continued to boycott of grapes. In 1992, he received an honorary Doctorate Degree from Arizona State University and attended graduation ceremonies. He was very proud of the honor because he believed that education is very important, and his dream was that all children should have the opportunity to get a quality education.

His Death

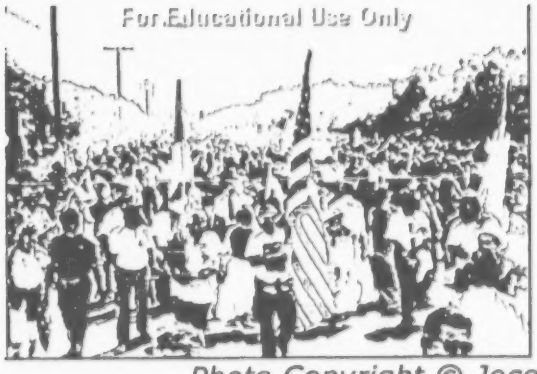

Photo Copyright © Jocelyn Sherman
Many people came to César's funeral.

César E. Chávez worked right up until the night he died peaceful in his sleep. He died on April 23, 1993 in San Luis, Arizona. He was in Arizona helping lawyers fight a lawsuit against he UFW. His funeral was held on April 29, 1993 in Delano, California, and more than thirty thousand people followed his simple pine casket for three miles. It was their last opportunity to march with a humble man of great strength and vision that had bettered the lives of many people.

His Legacy

"Once social change begins, it cannot be reversed. You cannot uneducated the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the person who is not afraid anymore. We have looked into the future and the future is ours." César E. Chávez

Photo by Ann Benson, Courtesy United Farm Workers
César and young volunteers are sitting on the steps with his dog, Huelga.

César E. Chávez will be remembered as a leader and for his dedication to justice, nonviolence, and service to others. He is an American hero who will continue to inspire people to respect life, stand up for justice, and to work together for the good of humanity.

Awards

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Photo Courtesy of César E. Chávez Foundation
Helen Chávez is accepting César's Presidential Medal of Freedom from President Bill Clinton at the White House ceremony.

The State of California has declared César E. Chávez's birthday, March 31, a State Holiday to celebrate his life and work. In the spirit of César E. Chávez Day, public schools in the State of California will teach service to others and celebrate the life and work of César E. Chávez. In 1994, President Bill Clinton posthumously awarded César E. Chávez the Presidential Medal of Freedom Award, the highest civilian award. Helen Chávez accepted the honor at the White House in Washington, DC. In 1990, César was awarded the Aguila Azteca, the highest civilian award by the Mexican government. In 1992, he was granted an honorary Doctorate by the University of Arizona. Many schools and streets are so named to honor the legacy of César E. Chávez.

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